DOCUMENT RESUME

ED 152 945 UD 018 185

AUTHOR	Schrader, Jerry G.; Kent, Marion
TITLE	Education of Minorities and the Disadvantaged: A Partial Annotated Bibliography.
SPONS AGENCY	Wisconsin Univ., Madison. Center for the Study of Minorities and the Disadvantaged.
PUB DATE	78
NOTE	328p.
EDRS PRICE	MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS	Academic Achievement; Affirmative Action; *Annotated Bibliographies; *Compensatory Education Programs; Economically Disadvantaged; *Educationally Disadvantaged; *Educational Practice; *Educational Problems; Elementary Secondary Education; Ethnic Groups; Higher Education; *Minority Groups; Socially Disadvantaged

ABSTRACT

This bibliography covers a period from approximately 1963 to the present. The bibliographic citations were drawn from the Educational Resources Information Center's (ERIC) data base. The bibliography does not have subject divisions but is organized in direct alphabetical order by author's name or title. A subject index follows the main bibliography. Some of the subject areas covered include: academic achievement, admission criteria, achievement tests, affirmative action, bilingual education, compensatory education programs, curriculum development, financial support, open enrollment, and others. (Author/AM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED152945

EDUCATION OF MINORITIES AND THE DISADVANTAGED:
A PARTIAL ANNOTATED BIBLIOGRAPHY

Compiled by:

Jerry G. Schrader

and

Marion Kent

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jerry G. Schrader

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

under the auspices of:

The University of Wisconsin
SYSTEMWIDE CENTER FOR THE STUDY OF MINORITIES & THE DISADVANTAGED

Alfred P. MacDonald, Jr., Ph.D.
Director

1978

UD018185

The following bibliography was drawn from the Educational Resources Information Center's (ERIC) computerized data bases. Items were taken from both the Resources in Education (RIE) and the Current Index of Journal in Education (CIJE). Note that at the end of each bibliographic citation is either an "ED" or an "EJ" number. This number is the ERIC number and refers the user to the ERIC files. All ED items, except those under copyright, can be found in the microfiche files of many libraries. The EJ items have included in their citation the name, volume, issue, and pages of the journal from which they are taken. To find the text of these items it is necessary to go directly to the journal itself.

Note that the bibliography itself has no subject divisions but rather is organized in direct alphabetical order by author's name (or by title when no author is given). A very thorough Subject Index follows the main bibliography beginning on page 260.

This bibliography, containing full annotations when available, covers a period from approximately 1963 to the present. This is only a partial bibliography of information in the field of Minorities and the Disadvantaged, emphasizing the educational aspects of the subject.

EDUCATION OF MINORITIES AND THE DISADVANTAGED: A PARTIAL ANNOTATED BIBLIOGRAPHY

1. Abraham, A.A. Transfer students at Florida A and M University. Florida A and M University, Tallahassee, 1975. ED121167

According to Florida's Articulation Agreement, students receiving the associates degree from public junior colleges may be admitted automatically to the state universities. A followup study of transferees who entered Florida A & M University in September 1973 found that there were more female than male transferees. There was no evidence of the usual transfer shock on their record, but Florida A & M University received far fewer than its share of all transfer students when based on the total enrollment for the state university system. Few blacks are in and graduating from the junior colleges in Florida. Therefore, until current standards of admission and achievement are changed, blacks should recognize that career education for them requires the same kind of long-range preparation. More specifically and probably for the first time they will have to be served by much more relevant and broader guidance systems of (1) early identification, (2) mastering developmental tasks, (3) motivation, (4) information, and (5) financial aid.

2. Ackley, Sheldon. To overcome discrimination now. Current, 1971, 129, 35-38. EJ040806

Debates whether racial minorities should be granted preferential treatment regarding entrance requirements and achievement at the college level. Presents a rationale which favors the proposal.

3. Adams, Dewey Allen. Review and synthesis of research concerning adult vocational and technical education. Ohio State University, Columbus, Center for Vocational and Technical Education. (USOE Report #Inf-Ser-58), 1972. ED064469

This state-of-the-art paper relating to adult vocational and technical education presents a review, summarization, analysis, and synthesis of significant literature in the area. Special attention is given the role of the public secondary schools and community colleges in contributing to adult vocational and technical education. Specific sections of the report deal with advisory committees and the research concerning the facilitation of adult learning. A summary of research and developmental activities identifies the significant trends, points up imperative needs, and recommends important research priorities. The four problem areas in the greatest need of research are identified as: (1) program evaluation and accountability, (2) organization, administration, and supervision, (3) integration of general and vocational education, and (4) strategies for working with minority groups.

4. Adams, Velma. A consortium to help minorities. College Management, 1973, 8(5), 20-21,45. EJ077259.

5. Adams, Velma. Hostos Community College mixes dreams and reality. College Management, 1972, 7(3), 15-22. EJ077608.

Hostos Community College offers bilingual health science education in South Bronx, New York.

6. Admission of minority students in midwestern colleges. Higher education surveys. College Entrance Examination Board, Evanston, IL, 1970. ED041557

This survey reports recent experience of Midwestern colleges in recruiting and enrolling minority students. Results were based upon responses of a representative group of 129 4-year institutions. The principal findings were: (1) 3 out of 5 senior institutions were working actively to enroll minority students. The gross number of minority freshmen increased 25% from 1968 to 1969 and is expected to increase another 30% by Fall 1970; (2) the recruiting methods regarded as most successful typically involved minority staff, special programs for minority students, direct contact with schools or minority students, (3) 41% of the minority students required full financial support; (4) approximately 7 out of 10 minority freshmen returned the following year - the same proportion for all freshmen; (5) many of the colleges reported marked increases in social involvement, concern with student affairs, and outside interest in the affairs of the institution; and (6) most respondents expressed a positive but cautious view of continuing increase in minority enrollment. Many identified one critical factor: availability of public funds to expand programs and support more students. The appendix contains a list of the respondents and the survey.

7. Afro-American Resource Center audio-visual bibliography and supplement, 1973. Toledo Public Schools, Ohio. Afro-American Resource Center, 1972. ED090076

The annotated bibliography cites over 500 audio-visual materials in the Afro-American Resource Center of the Toledo Public Schools. Black history and culture are emphasized, although some of the materials treat other ethnic and minority groups. Some items cited were published in the 70's, but most date from the 60's. The publication is divided into sections, which group the audio-visuals by type of material, and include: 1) motion pictures; 2) filmstrips; 3) records; 4) cassettes, 5) games; 6) maps; 7) slides; 8) study kits; 9) transparencies; 10) visuals. Within each section, materials are listed alphabetically by title. Each annotation gives the classification number, a complete physical description, a brief synopsis of content, and grade level. Using the same format, the supplement lists materials not included in the original audio-visual bibliography. The supplement also contains a subject index, divided into twenty-seven subject areas. Within each individual subject area, materials are grouped by type and then listed alphabetically by title. Individual titles are followed by grade level and page number where the complete description of the material may be found.

8. Aguirre, Rueben E. Toward higher education for Chicanos. Educational Resources and Techniques, 1972, 12(2), 25-26. EJ078501.

9. Ahenakew, David. The Indian and education. Monograph No. 2. Saskatchewan University, Saskatoon. Indian and Northern Curriculum Resources Centre, 1974. ED121534.

I am an American Indian, and I believe education to be something totally different from what the white man believes it to be, for he sees education as factories, roads, space travel, degrees, high salaries, and a means to be a good life. I cannot separate the white man's education from the political/military strategies practiced against my race (the treaties exemplify this). I hear that the most respected educational activity is research, but research has reduced Indian cultures to the level of quaint anthropological artifacts. Like Christianity, education has been used to convert Indians into white men. Our children have been taken out of their own cultural environment and made dependent upon a white culture which only gave them education of an elementary vocational type and promoted the welfare syndrome. The miracle is that Indians have withstood the invasion of such an alien and hostile force, but Indians are now developing their own school systems in Canada (six bands are going to have their own K-12 schools this year). As an Indian, I believe education is not to be confined to the activities of a formal institution but should be a unified, integrated set of processes coming out of an individual's experience with the total environment, emphasizing character development, spiritual sensitivity, and contemporary knowledge for all who have the capacity/desire to understand.

10. Alden, John. Engineering and technology degrees, 1974-75. Engineering Education, 1976, 66(7), 749-753. EJ140022

Presents data broken down by curriculum and degree for four levels of engineering and four technology programs. Totals for women and minorities are offered by curriculum and three levels of degree. Summary tables are provided for past years.

11. Aleamoni, Lawrence A.; Bowers, John E. The Evaluation of a special educational opportunities program for disadvantaged college students. Research in Higher Education, 1974, 2(2), 151-164. EJ099694.

Analyzes the early academic achievement of disadvantaged, mainly black, students admitted to the Special Educational Opportunities Program at the Urbana-Champaign campus of the University of Illinois.

12. Alexandra, Pamela. History [of the] women's re-entry to education program, San Jose City College, 1973-1976. San Jose City College, California, 1976. ED125706.

The Women's Reentry to Education Program (WREP) at San Jose City College is a one-year program designed for low-income, urban women who want to return to school. This report describes the establishment of the program in 1973, the funding sources, the courses offered, the staff, the advisory board, the methods used to recruit and select students, and the orientation and registration procedures. It also reports on the tutors, counselors, transporation, and childcare facilities available to WREP students. Appendices include a list of objectives for the WREP program; program budgets; a student profile; student evaluations of counseling, instructors, and the program in general; and a table showing WREP student grade point averages.

13. Alfred, Richard L. Meaningful research in the community-junior college. Paper presented to the Northeast Region of the Two-Year College Research Group, American Educational Research Association, New York, New York, 1974. ED099038.

A research model to aid community college educators in taking a positive approach to affirmative action is proposed. The input-output model identifies appropriate data elements according to their status as influents on institutional performance in the area of affirmative action. The primary components are political variables (regulations of federal, state, and local agencies), demographic variables (features of the college and community), social psychological variables (features of the individuals in the college and community), and institutional variables (policies and procedures of the college). Each variable can be categorized into one of three classes--input factors, intervening factors, or output factors. Input factors represent the full range of political, demographic, social psychological, and institutional variables that shape college policy in the area of affirmative action. An "expected output" can be determined through analysis of the impact of these variables on institutional policy and procedures (intervening factors) that are used to regulate college performance in minority hiring. This output can be measured through a number of factors (output factors) that define the relationship between the college and the community in terms of prevailing demographic trends.

14. Allen, Anne. Taxonomy of higher education barriers and interventions for minority and low-income students. Journal of Black Studies, 1971, 1(3), 357-366. EJ036980.

15. Allen, Bernadene V. Paying students to learn. Personnel and Guidance Journal, 1975, 53(10), 774-778. EJ120626.

Reports on a behavior modification study conducted at Stanford University in California nearly 10 years ago. Details the project and provides follow-up data eight years later.

16. Allen, Bernadene V. The success of the EOP: a refutation of the immutability of scholastic achievement. Journal of Negro Education, 1976, 45(1), 70-77. EJ133736.

Suggests that not only can scholastic achievement be boosted to a significant degree, but that it can be boosted by those students whom most educators believe have the least chance for school improvement, namely, EOP students.

17. Amburgey, Lillian. The black colleges. 1975. ED114024.

The establishment and growth of black colleges in the United States is traced from a catechizing school in New York City in 1704 to the present day. After a brief historical review, statistics are given in contemporary colleges, students, accreditation, and location. Problems facing the institutions and students are addressed and the future assessed. Positive forces operating to assist them in surviving are outlined, including federal support and scholarship programs. Some recommendations are offered for maintaining and strengthening existing institutions, dealing with library facilities, financial support, curriculum changes, tuition fees, and admissions policy.

18. The American Indian in school: answers to questions--advance statistics for management. National Center for Educational Statistics, Washington, D.C., 1973. ED071835.

Graphs, maps, and data tables are used to answer various questions about the elementary, secondary, and higher education of the American Indians. Answers to the following questions are given: 1) How many Indian children are in school? Public? Private? Bureau of Indian Affairs (BIA)? 2) Where are the Indian pupils enrolled in the public schools? 3) What is the concentration of Indian enrollment in each state at the elementary, secondary, and college levels? 4) How do patterns of "racial isolation" differ for Indian and Black pupils? 5) To what extent are Indian pupils in our public schools racially isolated? 6) What is the concentration of Indian enrollment in the large cities? 7) How well do Indian pupils score on achievement tests? 8) In which states are the BIA pupils enrolled? 9) How many Indians are in college? and 10) Where do the Indians go to college? The data used to answer these questions were collected by the Department of the Interior's Bureau of Indian Affairs and the Department of Health, Education, and Welfare's Office for Civil Rights.

19. The American Indians: Answers to 101 questions. Bureau of Indian Affairs, Washington, D.C., 1974. ED114218.

Presented in a simple and straightforward manner, this publication answers questions basic to an understanding of the American Indian and his socioeconomic position in the United States. The following identify major areas covered and representative question: (1) The Indian People (Who is an Indian?); (2) The Legal Status of Indians (Are Indians "wards" of the Government?); (3) The Bureau of Indian Affairs (How is the Commissioner of Indian Affairs appointed?); (4) Indian Lands (What is an Indian reservation?); (5) The Economic Status of Indians (What is the average income of Indians?); (6) Indian Education (Why are there Federal Indian schools?); (7) Law and Order on the Reservations (Do other agencies have responsibility for Law enforcement and criminal investigation on Indian reservations?); (8) Indian Health (Do Indians have special health problems?); (9) To Help Indians (How can a non-Indian college student get a summer job with the Bureau of Indian Affairs on an Indian reservation?). Among additional information sources presented are: (1) a selected bibliography for adults; (2) an annotated bibliography for young people; (3) a selected reading list on Indian crafts and lore; (4) a list of Indian museums; and (5) a list of Indian publications.

20. Anderson, Alvin Frederick. The recruitment process with negrophilism. Journal of Non-White Concerns in Personnel and Guidance, 1975, 4(1), 38-43. EJ125631.

Author suggests certain cultural aspects essential to be considered by counselors in vocational guidance of blacks, means of recruiting black graduates, and approaches for disseminating information about jobs among blacks: peer counseling, unstructured group discussions, sociodrama and black career conferences. Recommends employment of black counselors at all levels of placement.

21. Anderson, Dru. De Anza builds a reputation. American Education, 1974, 10(4), 30-3. EJ095646.

A California College helps "high risk" minority women back to classrooms and to feelings of self-worth.

22. Anderson, Gilbert. American blacks...involvement in educational exchange. International Educational and Cultural Exchange, 1972, 8(2), 25-31. EJ065693.

23. Anderson, James G.; Johnson, William H., Stability and change among three generations of Mexican-Americans: Factors affecting achievement. American Educational Research Journal, 1971, 8(2), 285-309. EJ041768.

24. Annual ASU Conference: 200 years--what now? where now? American Indian Education, 1976, 15(3), 12-13. EJ138531.

More than 600 people attended the 17th annual Indian Education Conference at Arizona State University where 14 workshops were offered on such topics as: "Indian Elders Look at Education"; "Indian Youth Look at Education"; "Involvement of District, State, and Federal Agencies in Indian Education"; "Bilingual/Bicultural Education.

25. Annual evaluation report on programs administered by the U.S. Office of Education: FY1974. Office of Education, Office of Planning, Budgeting, and Evaluation, Washington, D.C., 1974. ED115655.

A comprehensive report on Office of Education programs is provided in this evaluation of the programs for the 1974 fiscal year (FY). This report also updates and extends the FY 1973 report and provides additional information from 1974 program operations and monitoring activities. The status of the evaluation function itself is briefly discussed; a general overview is made of the effectiveness of the Office of Education programs, and short evaluation reports are provided for each of the educational programs and legislative titles. These reports appear under the following categories of programs: Elementary and Secondary Education Programs, Education for the Handicapped Programs, Vocational and Adult Education Programs, Higher Education

Programs, Education Professional Development Programs, Library Programs, and Indian Education Programs. The three principal thrusts of the Office of Education programs are seen as being: (1) equalizing educational opportunities; (2) improving the quality and relevance of American education; and (3) providing limited general support to selected educational functions and activities.

26. Annual evaluation report on programs administered by the U.S. Office of Education: FY1973. Office of Education, Office of Planning, Budgeting and Evaluation, Washington, D.C., 1973. ED123263.

This annual evaluation report on educational programs administered by the Office of Education for fiscal year 1973 updates and extends last year's report and incorporates the results of the studies completed as of June 30, 1973 as well as new information derived from program operations, data collections and monitoring activities. Included in each program description is its legislative authorization, its funding history, its purpose and operational approach, its scope, information about its effectiveness, current or planned evaluations and reports, and similar data are reported. Specific programs are organized under these headings: elementary and secondary education programs, education for the handicapped programs, vocational and adult education programs, higher education programs, education professions development programs, library programs, educational technology programs, special demonstration programs, and Indian education programs.

27. Annual evaluation report on programs administered by the U.S. Office of Education FY 1975. Office of Education, Office of Planning, Budgeting and Evaluation, Washington, D.C., 1975. ED125109.

This is the fifth annual comprehensive evaluation report of Office of Education administered programs. It updates the information in the FY 1974 report in incorporating the results of 15 evaluation studies completed during FY 1975 as well as additional information obtained from program operations and monitoring activities. In addition to an overview section, the report includes highlights of studies completed in FY 1975, brief descriptions of studies still in process at the end of FY 1975, examples of the uses of evaluation studies, and descriptions of each of the programs administered by the Office of Education as of June 30, 1975. Included in the description of each program is its legislative authorization, its funding history for the last ten years, its goals and objectives, its operational characteristics, its scope, information about its effectiveness, ongoing and planned evaluation studies, and sources of evaluation data.

28. Annual evaluation report, Title I ESEA, Fiscal Year 1968. Section II. Wisconsin State Department of Public Instruction, Division of Instructional Services. Madison, WI, 1968. ED036591.

The contents of the report include: (1) characteristics of Elementary and Secondary Education Act Title I aid receiving schools and teaching staff; (2) cross tabulations and analyses of data on pupils in Title I schools--including characteristics of Title I and non-Title I pupils, the Title instructional program and the Title I pupil, learning experiences of the Title I and non-Title I pupils other than in regular school year programs, additional factors related to pupil's self-concept and school achievement, and family characteristics of Title I and non-Title I pupils; and, (3) rate of learning study--achievement data on Title I and non-Title I pupils. Three appendixes provide samples of the Office of Education Survey Instrument Principal Information Form, Teacher Information Form, and Pupil Information Form. See UD 009 599 for Section I of evaluation. [Not available in hard copy due to marginal legibility of original document.]

29. Annual Indian Education Conference covers variety of topics and tools. Journal of American Indian Education, 1970, 9(3), 24-27. EJ023326.

30. Arce, Carlos H. Chicanos in higher education. Integrated Education, 1976, 14(3), 14-18. EJ140542.

Argues that whether one refers to Chicano institutions, Chicano programs, Chicano personnel or students, they are all on the periphery of the overall academic enterprise, in terms of participation in governance, academic credibility, recognition and status, resource allocation, permanence and facilities: the role of higher education vis-a-vis Chicanos has been that of a colonizing mechanism.

31. Archibald, Robert D. The relationship of teacher's cognitive style to minority student satisfaction. Paper presented at the Annual Meeting of the American College Personnel Association, Atlanta, Georgia, 1975. ED109550.

This study was undertaken in an attempt to determine if the traits of flexibility, openness, and sensitivity found in high school teachers would be associated with higher levels of satisfaction among students in general and among minority students in particular. Thirty-nine teachers and 953 students served as subjects in the study. Three measures were administered to teachers: (1) the Parsons-Kreuter Ressentiment Index; (2) the This I Believe test; and (3) the Cross Cultural Sensitivity test. These scales were related to a measure of student satisfaction with the teacher and school environment obtained via the Friedenberg-Nordstrom Ressentiment Index. Support was found for the hypothesis that the openness, flexibility, and sensitivity of a teacher's cognitive style and perceptual systems can have positive effects on the satisfaction and adjustment of students. Unusual or exceptional patterns of relating to others did not seem to be required for successful communication with minority students. However, without the sensitivity to understand another and to resist the inclination to make strong and negative attributions based on unusual behavior, the "concerned" teacher may be seen as paternalistic and unresponsive.

32. Arciniega, Tomas A. Problems and issues in preparing teachers of bicultural Chicano youngsters. San Diego State University, California, Institute for Cultural Pluralism, 1976. ED123021.

The greatest impact on public education and the preparation of professional personnel for public schools has been the thrust to equalize educational opportunities for minorities. This push has been complicated by such things as the way educators define equality of educational opportunities. Two basic and differing views have been revealed--the equal access view and the equal benefits view. Schools can look "positively" or "negatively" at the consequences or effects of Mexican group membership on student achievement and performance. In addition, educators view the causes of student performance as being primarily "internal" or "external". By juxtaposing the external-internal continuum with the positive-negative one, a four-fold classification scheme for analyzing educational approaches in the Mexican American's education is obtained, i.e., a culturally pluralistic approach. Probably the most serious problem fact of present school organization is that schools are geared primarily to serve monolingual, white, middle class, Anglo clients. However, assuming a genuine commitment toward a culturally pluralistic system, the system change response needs to involve the use of minority language, include minority history and cultural heritage materials in the curriculum, increase representation of minority members in key role and decision-making positions, and improve counseling and testing programs.

33. Arden, Eugene. King scholars at C.W. Post College. Todays Education, 1970, 59(6), 72. EJ024366.

An innovative scholarship program, in which faculty members contribute from their own finances money to help black students pay for their education, is presented.

34. Armendariz, Juan. Social work education for economically disadvantaged groups in Texas. Final report, July 1, 1970 - August 31, 1973. Consortium of Texas Schools of Social Work, Austin; Graduate School of Social Work, Texas University, Austin, 1973. ED080255.

The evaluation report of Texas graduate schools of social work has 6 criteria: (1) an increase in the percentage of Blacks and Mexican Americans in schools; (2) a full utilization of the scholarships under these programs; (3) development of a statewide recruitment system; (4) relevant curriculum changes; (5) retention of graduates from the programs, as social workers in Texas and the Southwest; and (6) student follow-up after graduation. Minorities in the program ranged from 55 (1968-69)-110 (1972-73) students. Each criteria is evaluated and summarized. For the recruitment and retention of minority students, conclusions include that: (1) the enrollment of minority group students increased and all stipends were awarded; and (2) there was a low attrition rate among students recruited into the programs. Report contents are: (1) introduction; (2) summary and conclusions; (3) analysis and evaluation; (4) evaluation component; and (5) final comments and recommendations. The appendixes, which comprise the majority of the document, give background information for report findings.

35. Armstrong, Roberta A.; Hall, William V. A comparative study of Martin Luther King Program and randomly selected freshmen entering the University of Minnesota in Fall, 1970: Entrance data and subsequent performance. Office of Student Affairs, Minnesota University, Minneapolis, 1976. ED125478.

The Martin Luther King (MLK) Program was initiated at the university in the fall of 1968 to provide special academic and financial assistance to disadvantaged students, particularly those of minority ethnic background. MLK Program students and students not in the program (non-MLK) were followed up nearly five years after entrance to the College of Liberal Arts (CLA) or General College (GC). MLK students entering with significantly lower test scores, attempted as many credits per quarter, but successfully completed substantially fewer of these credits than their peers. During this period, 15.9 percent of MLK students and 38.6 percent of the non-MLK students in CLA had completed degree requirements. The graduation rates for MLK and non-MLK students in GC were 12.9 percent and 22.6 percent, respectively. In terms of high school performance, there were very few differences between MLK and non-MLK students who received degrees.

36. Arnstein, George; Mosmann, Charles. Learning to cope with the urban crisis. College University Business, 1969, 46(4), 85-100. EJ002298.

37. Askin, Frank; Cohen, Carl. Debate: Preferential admission in higher education: Should we support or condemn it? Civil Liberties Review, 1975, 2(2), 95-116. EJ123581.

Two civil libertarians, who take opposing positions on the civil liberties aspects of preferential treatment, contributed first statements of their positions--entitled, respectively, "Eliminating Racial Inequality in a Racist World" and "Honorable Ends, Unsavory Means"; also includes brief rebuttals of each other's positions.

38. Astin, Alexander. Minority enrollments in higher education. Integrated Education, 1975, 13(3), 173-174. EJ121898.

This testimony, by the Director, Cooperative Institutional Research Program, University of California, Los Angeles, before a public hearing of the New York City Commission on Human Rights in May 1974, is stated to place special emphasis on possible explanations for recent changes in earlier trends in minority enrollments.

39. Astin, Alexander. The myth of equal access in public higher education. Southern Education Foundation, Atlanta, GA, 1975. ED119551.

Equal access in public higher education is discussed because the public system is more susceptible to modification through changes in public policy. Related issues are: (1) selectivity of public institutions; (2) student characteristics; (3) educational resources and benefits; (4) student financial aid; (5) educational expenditures; and (6) educational goals. The issues of admissions and access cannot be resolved without a more careful consideration of the desired objectives of the higher educational system. Regardless of what our objectives might be, the existing hierarchical public systems do not present a set of opportunities that are even remotely equal for all students.

40. Astin, Alexander W. Open admissions and programs for the disadvantaged. Journal of Higher Education, 1971, 42(8), 629-47. EJ048043.

41. Astin, Alexander W.; and others. Freshman class vacancies in Fall 1971 and recent trends in enrollments of minority freshmen. Report of Higher Education Panel Survey #3. National Institutes of Health, National Science Foundation, Washington, D.C., 1972. ED061894.

The survey summarized in this report dealt primarily with 2 questions about the fall 1971 entering freshman classes at colleges and universities in the U.S.: (1) How many additional freshmen could institutions have accommodated in the fall of 1971? and (2) How many black and other minority freshmen enrolled in the fall of 1971, and how do these enrollments compare with those of the previous year? The survey produced the following major fundings: (1) Entering freshman classes at private colleges and universities reached only about 82% capacity in the fall of 1971; (2) although first-time, full-time freshmen enrollments increased by an estimated 12% between 1970 and 1971, nearly 85% of this total increase was accounted for by public 2-year colleges; and (3) although the absolute number of black and other minority freshmen grew between 1970 and 1971, the proportions of blacks and other minorities among all first-time freshmen declined slightly during that interval. The implications of these findings are discussed in the report.

42. Attitudes of Pontiac Secondary School students: The second year of desegregated education. Pontiac City School District, Michigan, 1973. ED120327.

This report presents data on the attitudes and opinions of secondary school students concerning desegregation, school structure and climate, and interpersonal relationships with peers, adult personnel and peers of other races. The report also compares its results with those obtained on selected similar items in the 1971-1972 secondary school survey, and samples student opinions on some general social and educational issues. Where possible these results are compared with national or other district student samples. Findings are presented according to the following areas: education attitudes, civil rights attitudes, perceptions of self determination, some general social questions, school related attitudes and issues, attitudes toward integrated education, and approval or disapproval of the busing plan. Generally, students' attitudes toward education are very similar. Although all students reject the notion that skin color and intelligence are related there are wide ethnic differences in students' acceptance of basic civil rights tenets. Pontiac students are less likely to think of education as a means of a happier life, but view it in a utilitarian fashion. They also advocate a strong role for the government in direct assistance to those in trouble.

43. Atwood, John W.; and others. Survey of black law student enrollment. Student Lawyer Journal, 1971, 18-38. EJ131637.

A survey of 1971 black law student enrollment and a discussion of the need for more financial aid to minority law students are included. This journal is available from the American Bar Center, Law Student Division, 1155 E. 60th Street, Chicago, Illinois, 60637.

44. Auerbach, Arnold J. Quotas in schools of social work. *Social Work*, 1972, *17*(2), 102-105. EJ062700.

The author contends that quota systems can be used to increase minority group numbers in graduate schools of social work, thus providing an effective means of breaking down the institutional racism and contributing toward making social work education more relevant.

45. Aulston, Melvin D. Black transfer students in white colleges. *NASPA*, 1974, *12*(2), 116-123. EJ117276.

Although many predominantly white institutions have established special orientation programs for entering black freshmen, little has yet been designed to assist black students transferring from two-year institultons. The author discusses some of the problems involved and offers suggestions.

46. Avery, Anita. Admission, Yes--Retention, No. *Journal of the National Association of College Admissions Counselors*, 1975, *19*(4), 17-18. EJ117316.

This article examines a few of the major factors contributing to the high attrition rate among minority college students.

47. Avery, Robert; and others. Toward an allied health career today (Operation TACT). Final evaluation report and final report. School of Allied Health Professions, Connecticut University, Storrs, 1975. ED123422.

Operation TACT (Toward an Allied Health Career Today), conducted in Hartford, Connecticut, was a cooperatively planned program integrating allied health education into the secondary level curriculum and offering educational opportunities to minority and disadvantaged students. The evaluation report opens with a historical summary of the project, a brief description of the program, and a statement of project goals. A 34-page section presents data and discussion on the effectiveness of TACT in the following areas: types of students served, field trips and work experiences, employment opportunities in the Hartford area, and student and teacher opinions of the program. The program was considered to be successful in meeting its objectives, and recommendations for its continuance are given. A 63-page section contains appended materials, including lists of full-time staff, student assignments, Health Career Day participants, and executive board and advisory council members; a detailed catalog of suggestions for local field trips, including recommended grade levels, educational objectives, health occupations or general area emphasized and a description of the institution to be visited; and descriptions of four participating hospitals. The 12-page final report outlines project methodology, emphasizing its consortium nature, future development, and effects.

48. Babbit, Charles E.; and others. Organizational alientation among black college students: A comparison of three educational settings. Journal of College Student Personnel, 1975, 16(1), 53-56. EJ113943.

This investigation compared levels of organizational alienation among black students in three educational settings: a large urban university, a medium-sized urban college, and a small urban center. Students from the urban center were found to be significantly less alienated from their educational setting than were those from the college and university.

49. Backner, Burton L. Counseling black students: Any place for whitey? Journal of Higher Education, 1970, 41(8), 630-637. EJ027915.

Although most black and Puerto Rican students in SEEK (Search for Education, Elevation, and Knowledge), a special program, related well with their white counselors, author believes black and Puerto Rican counselors would better apply their ethnic background, understanding ideas.

50. Baker, Therese L. The weakening of Authoritarianism in black and white college students. Sociology and Social Research, 1976, 60(4), 440-460. EJ141779.

Analyzing longitudinal data on black and white college freshmen, this study indicated that black students who have been protected from the unfamiliarity of a predominantly white college by close, dependent relationships with faculty were less subject to liberalizing attitudinal change than black students who were not so protected.

51. Baker, William P.; Jenson, Henry C. Mexican American, black and other graduates and dropouts. A follow-up study covering 15 years of change, 1956-1971. Fourth in a five-year series of follow-up studies of school leavers of East Side Union High School District [San Jose, California]. San Jose East Side Union High School District, California, 1973. ED091091.

The fourth report in a series of 5 yearly follow-up studies of a school district in San Jose, California, the report: (1) assists the district, and other districts with similar populations, in assessing organization, curriculum, and guidance services by ethnically analyzed responses and (2) compares the results of this study with the 3 previous studies (school years ending in 1956, 1961, and 1966). Study objectives determine: (1) characteristics, activities, and opinions and graduates and dropouts; (2) differences in problems faced by Mexican American, Black, and Other graduates and dropouts as determined by their responses; and (3) aspects of the curriculum and guidance program in which the data suggest need for modification. The report presents tabular data comparing graduates and dropouts with comparable figures from the previous studies. A summary of findings, by study objective, is given, along with a copy of the questionnaire used to obtain study data.

52. Baldwin, Evanell K. Differential attitudes and practices relative to minority groups as evidenced by college and community experiences. San Diego Community College, California, 1970. ED043329.

To investigate the basic goal of the junior college as the preparation of students for future employment, especially for minority experiences, this study was conducted at three San Diego community-junior colleges. Data for the investigation were provided by graduates who answered two questionnaires: the first, after their graduation with an AA, AS, or Certificate of Proficiency in June 1968, and the second, a year later. From these two questionnaires, data concerning attitudinal shifts, job changes, and employment and persistence ratios were collected. The Chi-square test for significant differences failed to reveal any at the .05 level between minority, non-minority groups, or individual ethnic groups on: (1) rate of employment, (2) rate of employment in jobs related to the college programs completed, or (3) number of students who changed jobs during their first year of employment. Apparently, the local community's employment practices showed no evidence of differential treatment. This test also indicated no significant differences between ethnic groups in mean beginning salaries or attitude toward college atmosphere, counselors, courses, instruction, or instructors. Another indication of the colleges' success was the fact that 92 percent of their graduates in this sample were employed.

53. Ballard, Allen B. Academia's record of begnin neglect. *Change*, 1973, *5*(2), 27-33. EJ073756.

Discusses the history of blacks in higher education institutions.

54. Banks, James A.; Gay, Geneva. Ethnicity in contemporary American society; Towards the development of a typology. National Academy of Education, Washington, D.C., 1975. ED121641.

This paper delineates some basic characteristics of ethnic groups in contemporary American society and develops a typology for defining and classifying ethnic groups which is more consistent with the current characteristics of ethnic groups than many existing definitions and typologies. Several social forces have changed the characteristics and relationships of ethnic groups in the United States since the major concepts and theories related to ethnic groups and ethnicity were formulated. As a result, new concepts and generalizations are needed to adequately describe the characteristics of the "new" ethnicity. The functions served by ethnic group affiliation suggest that there are several ways of classifying ethnic groups and determining the degrees to which various racial and ethnic groups manifest these identified characteristics. Several types of ethnic groups are identified, including cultural, economic, political, eco-political, and holistic. While every American is a member of an ethnic group, the authors conclude that ethnicity manifests itself in diverse forms in modern American life, and that Americans belong to many different kinds of ethnic gorups. The degree to which a particular cultural, nationality, or racial group is ethnic varies with the number of social, economic, and political conditions within the society.

55. Banks, James A. Evaluating the multiethnic components of the social studies. Social Education, 1976, 40(7), 538-541. EJ147221.

Maintains that students must study ethnicity to attain a total understanding of American society. The author analyzes and evaluates multiethnic components of a social studies program and recommends comprehensive testing to determine the success of each component. Examples of testing techniques are presented.

56. Barbarin, Oscar. External feedback, self-evaluation and performance of black and white college students. Paper presented at Conference on Empirical Research in Black Psychology, New York, New York, 1975. ED120297.

This study predicts that race is not related to global measures of self-esteem but that in the context of specific evaluative feedback, racial differences in self-evaluation will be observed. Forty black and 40 white college students were administered the Tennessee Self-Concept Scale and a series of memory tasks about which contrived feedback was given. Results indicate no significant differences between the races on global measures of self-esteem. Racial and sexual differences are found in post-experimental ratings of ability to memorize. Remarkable differences are noted in self-evaluation between those given negative and those given positive feedback. Differences are observed between blacks and whites, especially white men in their level of self-evaluation in the presence of external feedback. White men are less affected by negative feedback than blacks and white females. These differences support the existence of differential expectations and feedback on the part of social systems along racial and sexual lines. Results of the study have an important implication for subsequent research on self-esteem and race. It is important that the distinction be made between report of self-evaluation that occurs in a context of specific feedback and one which does not, because the choice of one procedure over the other may determine whether racial differences will be found.

57. Barbosa, Pedro. Underrepresentation of minorities in the biological sciences. BioScience, 1975, 25(5), 319-320. EJ118289.

Presents information concerning the history and present status of representation of minorities (Chicanos, Puerto Ricans, Blacks, and Native Americans) in the biological sciences at the undergraduate and graduate levels. Data presented relate primarily to Black Americans but author contends that similar, if not worse, conditions exist for the other groups.

58. Bard, Bernard. College for all: Dream or disaster? Phi Delta Kappan, 1975, 56(6), 390-395. EJ110922.

The open admission policy at the City University of New York, a mixture of successes and failures, is criticized and defended.

59. Barkley, Margaret V.; and others. Clinics for administrators of women in occupational education. Final report: 1974-1975. Arizona State Department of Education, Division of Career and Vocational Education, Phoenix, 1975. ED122130.

Third in an annual series of State-sponsored inservice clinics for Arizona educators and administrators, the theme of the clinic attracted over 370 participants. Students and parents, as well as professional personnel, attended the two-day sessions. Program format included speeches, panel discussions, and the formation of task force groups to further identify problems of women and minorities and to suggest possible educational solutions to the problems. The presentations emphasized women in the working world, problems of working with low income groups, the role of career education, affirmative action programs, and State legislation. The objectives of the project and their fulfillment were as follows: at the end of the clinics (1) 65% of the participants did possess information about major Federal and State laws concerning employment of women and minority groups, (2) 75% of the participants were able to identify major problem areas which women encounter in becoming educated and/or employed, and (3) over 70% submitted a plan of action for their local districts for solving problems of women in occupational education. Participants recommended that funding for both regional and local clinics be continued. Appendixes include the clinic program and representative plans for local action.

60. Barlow, Earl J.; Billedeaux, Dwight A. Indian education; Johnson-O'Malley Activities: Annual report, 1969-1970. Montana State Department of Public Instruction, Helena, 1970. ED051922.

Information is given on Johnson-O'Malley funds provided for education of Montana's Indians during 1969-1970. After a summary of Johnson-O'Malley activities, project reports are presented (by reservation). The number of Montana Indian high school graduates and names of Indian students attending institutions of higher learning through the aid of Federal funds are given. Programs involving development of school programs relating to drug abuse education, the Teacher Corps and teacher aide training, Follow Through, bilingual education, and career opportunities are also discussed. Tables are provided listing administrative expenditures, Indian enrollment and attendance figures and breakdowns of funds (by reservation). In conclusion, the report lists funds allocated through Public Law 874 and the ESEA, as well as Johnson-O'Malley kindergarten, summer workshop, and higher education funds. Related documents are ED041651 and ED041653.

61. Barnett, Don C. Principles and issues underlying the Indian Teacher Education Program at the University of Saskatchewan. Monograph No.4. Indian and Northern Curriculum Resources Centre, Saskatchewan University, Saskatoon, ND. ED121536.

Defining both the general and specific aims of the Indian Teacher Education Program (ITEP) at the University of Saskatchewan, this monograph presents a detailed program description. Specifically, the following are discussed: (1) Equal Certification (special certificates of any kind which limit a minority group in any manner are not considered justifiable, since Native graduates with the Standard A Teaching Certificate should be entitled to teach in any school in the province); (2) Admission Policies (soliciting, screening, and personal interviews employed to identify applicants with a grade 12 academic achievement and a 65 percent average, or those out of school one full year with a grade 12 achievement and a 60 percent average, or those 20 years of age and over); (3) Orientation Principle; (4) Tutorial Services and Academic Performance (problem derived from physical, instructional, or personal causes are identified and statistics presented); (5) Counselling (individual, couples, family, and group counselling services); (6) Adaptation of Course Content (attempts to develop background knowledge and competencies for teaching via use of materials relevant to Native culture); (7) Field Experiences (five week practice teaching situations in each of the five semesters); (8) Future Development (focus on an off-campus program; the practicum; and program research and evaluation).

62. Baron, Dennie E. Non-standard English, composition and the academic establishment. College English, 1975, 37(2), 176-183. EJ135922.

63. Bass, Willard P. The American Indian high school graduate in the Southwest. Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1969. ED031362.

This study presents the post high school achievements of a representative group of Indian high school graduates in the Southwest in terms of post high school training and employment. Their achievements are indices of the degree to which they have acquired essential skills for employment, social adjustment, and self-fulfillment. A questionnaire and interview guide were used to assess whether or not the graduates (384 interviewed) had entered and completed continuing education programs, and to examine other characteristics of the sample. Three out of four graduates continued academic or vocational programs after high school and, out of those, 2/3 completed their programs. Only 7% of the graduates finished college, while 44% completed vocational-technical programs. At the time of the interview, more than six years from the time of high school graduation, 2/3 of the females and 3/4 of the males investigated were gainfully employed in occupations ranging from clerical and service occupations to craftsman and professional positions. Of those who left continuing education programs, inadequate finances, military service, marriage and pregnancy were cited as the most common reasons. Graduates also answered questions on factors and forces influencing them in high school that encouraged or discouraged continuing education. Overall, it was noted that language problems, rigid curriculums, and cultural differences prevent the Indian from making an even more effective adjustment to modern society. The questionnaire and interview guide used are included in the appendices. A related document is ED026195.

64. Bayer, Alan E.; Boruch, Robert F. Black and white freshmen entering four-year colleges. Education Record, 1969, 50(4), 371-386. EJ011236.

Analyzes comparative descriptive data on black and white students to determine what effects the current special assistance programs and revised admissions procedures will have on U.S. institutions of higher education in the future.

65. Becker, Evelyn; and others. Topics in Jewish-American Heritage: A study and curriculum outline. United Federation of Teachers, New York, New York, 1975. ED113235, copyrighted.

In this age of ethnic awareness, the United Federation of Teachers has created this publication to help teachers enlighten secondary students on the contributions of Jewish Americans. The book stresses the accomplishment of American Jews in the context of a broader understanding of the nature of ethnicity. Designed to supplement existing social studies curricula, the book can also be used in combination with similar units on other minority groups. Three major areas are examined: (1) Jewish Migration to America; (2) The Development of the Jewish Community in New York; and (3) Jews in the American Labor Movement. Each section contains an introduction, goals of the unit, an illustrated narrative, and study questions and activities. A glossary and a selected bibliography conclude the document.

66. Begun, Martin S. Legal considerations related to minority group recruitment and admissions. Journal of Medical Education, 1973, 48(6), 556-559. EJ080432.

67. Bell, D.E.; and others. Development of positive affirmative action programs at all levels of higher education employment, development of programs to increase minority and women student enrollment: Report of the master plan committee on affirmative action for the Illinois Board of Higher Education. Illinois State Board of Higher Education, Springfield, 1975. ED125435.

The Committee on Affirmative Action was charged by the Illinois Board of Higher Education in March 1975 to address two topics: (1) development of positive affirmative action programs at all levels of higher education employment, and (2) development of programs to increase minority and women student enrollment. The committee focused its study on administrative, faculty, and civil service employment, and student enrollment. Barriers to affirmative action include: (1) attitudes; (2) various preemployment practices; (3) student enrollment issues; and (4) a lack of public accountability.

68. Bell, T.H. Increasing access to postsecondary education-the Federal role. Paper presented at the International Conference on Education of the International Bureau of Education, Geneva, Switzerland, 1975. ED114020.

"Postsecondary" education, that is, education beyond the 12th-grade level, includes vocational, technical, trade, and business schools as well as two- and four-year colleges. The institutions may be public, private, or proprietary. Emphasis on the wide spectrum stems from a national tenet--that there is honor and dignity in work whether it is solely intellectual, primarily physical, or a blend of the two, by the same token, the integrity of learning, of job preparation, can be as valid outside the traditional world of academe as it is within and from a belief in freedom of individual choice. In recent years, provision of postsecondary opportunity for all the nation's youth has been a national educational priority, and the largest single share of government support for higher learning has been used to reach this goal. Federal assistance to higher education began more than a hundred years ago with land grants for the establishment of colleges to teach the agricultural and mechanical arts. It continued with the G.I. Bill; the Education Act of 1958; the Higher Education Act of 1965, which established the Supplemental Education Opportunity Grant, the College-Work Study Program, Guaranteed Student Loan Program; and the 1972 Amendments to the Higher Education Act, establishing a new Basic Educational Opportunity Grant Program that reaffirms the principle of postsecondary education as a right, not a privilege, which must be accessible to all who qualify. Together, the various federal programs help several million needy students each year.

69. Benjamin, Jeanette Ann; Powell, Philip Edward. Open Admissions: Expanding educational opportunity. Journal of the National Association of Women Deans and Counselors, 1971, 34(4), 146-148. EJ041774.

A report on initial results of the open admissions policy (City University of New York) concludes that significant numbers of high risk students can make progress toward a degree. Program modifications are suggested as a response to the learning needs of these students.

70. Benjamin, Libby, Ed.; Pratt, Richard, Ed. Transcultural counseling: Needs, programs, and techniques. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan, 1975. ED122202.

This extensive monograph, multiply-authored by subject experts, speaks to the special needs of four major minority groups in the United States: American Indians, blacks, Chicanos, and Mexican Americans. Special counselor training programs are described which help provide awareness of cultural differences and tools for working with minority populations, particularly in the schools. Chapters speak to: (1) "Issues in the Counseling of Spanish Speaking/ Surname Clients"; (2) "Counseling Alaskan Natives"; (3) "Black Perspectives on Counseling"; (4) "Planning and Implementing Transcultural Training Experiences"; (5) "Planning and Leading Transcultural Groups"; (6) "Cross Cultural Group Counseling and Its Effect on Reducing Tension in a Racially Mixed School"; and (7) "Exemplary Programs, Practices and Policies".

71. Berkowitz, Morris I. Studies of school desegregation and achievement, a summary. Commission on Human Relations, Pittsburgh, PA, 1967. ED019373.

This review of the literature on the relationship between school desegregation and negro and other minority-group achievement focuses primarily on social factors affecting school performance. The Coleman and the U.S. Commission on Civil Rights reports and other detailed studies of desegregated education are summarized. It is concluded that the evidence is overwhelming that, in Northern urban areas particularly, more than token school integration results in clear-cut improvement in the achievement of negroes and improves their social-psychological well-being. There is no evidence in these studies to show that the performance of white students is adversely affected by integration. Also, racial segregation is more important than social class segregation in depressing negro educational achievement, and negro children suffer serious harm from racially segregated public education. Several studies question the value of compensatory education programs at their present level of funding. A selected bibliography is included.

72. Berry, Margaret. The state of student affairs: A review of the literature. NASPA, 1976, 13(3), 2-3. EJ137585.

The author examines the current literature about students and higher education discussing the major trends and ideas emerging. Emphasis on student development, special programs to serve minority students, and development of meaningful curricular environments are some of the few trends student personnel workers have been paying attention to lately.

73. Betances, Samuel. Puerto Ricans and Mexican Americans in higher education. Rican, 1974, 1(4), 27-36. EJ097208.

Report focuses on the problems which Mexican Americans, Puerto Ricans, and to a lesser degree, Cubans face in relating to higher education.

74. A bibliography of doctoral research on the Negro. Supplement, 1967-1969. Xerox University Microfilms, Ann Arbor, Michigan, 1969. ED079444.

This is a supplement to the bibliography compiled by Earle H. West, and published by Unviersity Microfilms in 1969. Like the original, it lists dissertations covering every aspect of study relating to the Negro in the United States, and extends coverage of the subject through 1969. Subject areas are: (1) social institutions and conditions; (2) individual characteristics; (3) economic status and problems; (4) education; (5) history; (6) political and civil rights; and, (7) language, literature, and communications. The major source used in compiling this bibliography was "Dissertation Abstracts International", a monthly publication of Xerox University Microfilms; and the retrospective search of this source material was made through the DATRIX computer retrieval program.

75. Bickel, Robert D. Preferred admissions: The case before the United States Supreme Court. National Organization on Legal Problems of Education, Topeka, Kansas, 1974. ED090633, copyrighted.

In March 1973, in the case of DeFunis vs. Odegaard, the Supreme Court of the State of Washington held constitutional procedures established by the University of Washington Law School to grant preferred admission to disadvantaged racial and ethnic minority applicants. The United States Supreme Court agreed to review the decision. This paper discusses some of the issues that that Court might consider in arriving at its decision.

76. Bilingual education in P.L. 93-380. Office of Education, Regional Office 6. Dallas, Texas, 1975. ED118293.

Based on an analysis of the Education Amendments of 1974 (P.L. 93-380), this paper provides an overview of the more than 20 different types of bilingual educational activity found in the Law and raises some of the issues of management, policy, and coordination. Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally coordinated bilingual education program suggests 5 potential areas of major stress: (1) the "continuity" issue characterized by stress between new and existing programs and products; (2) the "communication" issue resulting from expanded internal, as well as, external linkages; (3) the "cooperation" issue arising from new interface areas at the local, state, and national level; (4) the "coordination" issue involving interaction between Federal and non-Federal activity, among funded bilingual centers and clearinghouses, and with related state and local efforts; and (5) the "compliance" issue involving adherence to laws, rules, and regulations. Some unresolved questions regarding further implementation of the law are presented. The appendices include a listing of: (1) legislation amended by P.L. 93-380, (2) new acts or legislation embodied in P.L. 93-380, and (3) implications in bilingual education and for American Indian Education.

77. Bingham, R. Gordon. Financial aid packaging: Student-serving or institution serving? 1970. EJ025653.

Suggests program of aid which focuses on parental income rather than past student achievement, as way of widening choice of colleges for students who, heretofore, have had to rely only on those institutions able to offer best financial aid package.

78. Binning, Dennis W. Open season on open admissions. *College University Business*, 1970, 48(5), 53-55. EJ019480.

Discussion of factors affecting admissions and an expansion of opportunities to attend college.

79. Birch, Janet S.; Wolfe, Samuel. An enrichment program for minority students. *Journal of Medical Education*, 1975, 50(11), 1059-1060. EJ126129.

Evaluates the Meharry Medical College Biomedical Sciences Program (1969-73), which was intended to recruit college students from predominantly southern and black colleges by providing post-junior-year summer science training. Concludes that participants are more likely than a cross section of all applicants to gain admission to medical or dental school.

80. Bishop, Michael E.; Mullen, James J. Vigorous recruitment needed to attract minority students. *Journalism Educator*, 1974, 29(2), 45-48. EJ100780.

Drawing together the significant elements from interviews with students, suggestions are presented for improving college journalism programs.

81. Biskin, Donald S. Analysis of the 1969-70 academic tutorial program at Michigan State University. Center for Urban Affairs, Michigan State University, East Lansing, 1971. ED055541.

This is a report of the tutorial and counseling support programs initiated by the Center for Urban Affairs and Equal Opportunity Programs at Michigan State University during the 1969-70 academic year. The report discusses: (1) the objectives of the program which included improving the student's self-image; (2) the organizational structure of the program's staff which consisted of an education specialist, head counselors, counselors, tutor coordinators, and tutors; (3) the tutorial procedures; and (4) the results of the program. One hundred and eighteen students were tutored in the fall term and 64 in the spring term; 15 were counseled and 5 received both tutoring and counseling. Eighty-two of the students responded to an attitude survey that elicited information on demographic characteristics, perceptions of self and the university, and expectations and results of tutorial program and tutor-tutee relationship. Information was also obtained on their gradepoint averages. The results indicated that a majority of the students believed they had received assistance from the tutorial program; and the students on the average had made substantial gains in their academic achievement.

82. Black perspectives on social work education: Issues related to curriculum, faculty, and students. Council on Social Work Education, New York, New York, 1974. ED099444, copyrighted.

This monograph represents the continued efforts of the Council on Social Work Education to give major attention to issues related to ethnic minorities in social work education. The papers included were compiled from a variety of sources: three were presented at the Council's 1973 Annual Program Meeting; one was a paper originally presented at the Western Interstate Commission on Higher Education Workshop on Faculty Development; one was an outgrowth of two seminars on minority groups and social work education sponsored by the Council; one was originally presented at a faculty workshop; and one was solicited specifically for this publication. These papers are: (1) "Can Social Work Education Prepare Practitioners to Contribute to a Cogent Challenge to American Racism?", June Brown; (2) "Integrating Minority Content Into the Social Work Curriculum: A Model Based on Black Perspective and Principles," Jay Chunn; (3) "Increasing Minority Enrollment in a Predominantly White University," Ethel H. Hall; (4) "Eliminating Racial Barriers in Schools of Social Work: A Conceptual Framework," Phillip H. Kramer and Samuel O Miller; (5) "Ethnic Concent in Field Instruction," James W. Leigh; (6) "Toward a Rationale and Guidelines for the Study of Minority Groups and Communities in Social Work Education." Dolores G. Norton; and, (7) "Dilemmas for Black Faculty Teaching Black Curriculum Content in Schools of Social Work," Harriet P. Trader.

83. Blackburn, Robert T.; Peterson, Marvin W. Administrator and faculty responses to increased black enrollment in white universities. National Institute of Mental Health, Bethesda, Maryland, 1976. ED123988.

One-hundred forty-one administrators (70.1 percent return) and 363 faculty (54.4 percent return) in four universities responded on their attitudes, perceptions, beliefs, and behaviors with respect to the impact a rapidly increased black enrollment had on their institution. Factor analyses produced indices for within and between group comparisons. Using F and t tests, principal findings were: (1) overall similarity between administrators and faculty on most variables; (2) within administrative subgroups differences by function, but not by level; and (3) faculty subgroup differences by age and discipline.

84. Blacklow, Robert S.; and others. An evaluation report of the Harvard Health Careers Summer Program for Minority Students: Volume I. National Center for Health Services Research and Development, Public Health Service, Bethesda, Maryland, 1971. ED054196.

One of the most important factors in improving health care among minority groups is the training of adequate numbers of minority health care workers. In view of this need, the Harvard Medical School and the Harvard School of Dental Medicine initiated a Health Careers Summer Program designed to attract more minority group students into medicine and dentistry, and to strengthen their academic preparation in science and mathematics.

85. Blacklow, Robert S.; and others. An evaluation report of the Harvard Health Careers Summer Program for Minority Students. Volume II. National Center for Health Services Research and Development, Public Health Service, Bethesda, Maryland, 1971. ED054197.

Application and recommendation forms, numerous evaluation forms, questionnaires, and responses to taped interviews are some areas of information presented in Appendices I-XIV contained in Volume II.

86. Blacklow, Robert S.; and others. An evaluation report of the Harvard Health Careers Summer Program for Minority Students. Summary. National Center for Health Services Research and Development, Public Health Service, Bethesda, Maryland, 1971. ED054198.

The three major components of the HCSP, Academic Course Work, Academic Tutorial, and Clinical Tutorial, are discussed in detail, as well as budgeting considerations, program effectiveness, and recommendations for the future.

87. Blackwell, James E. Access of black students to graduate and professional schools. Southern Education Foundation, Atlanta, GA, 1975. ED119555.

The issue ofaccess at the level of graduate and professional training is multifaceted. Absolutely nothing about this issue is unidimensional and singularly focused except perhaps the persistent effort of black Americans to attain their rights to higher education.

Hence, this study highlights such important components of the access issue as admissions policies, practices and results, enrollment trends and patterns in graduate and professional schools; barriers to professional practices; and efforts to increase the number and proportions of blacks in graduate and professional schools throughout the United States. Although the scope of concern here is more national than regional, in many instances, special attention is given to conditions existing in those states immediately affected by the decision in the Adams v. Richardson case.

88. Blaylock, Mabry G. Student unrest from a middle ground. Improving College and University Teaching, 1971, 19(3), 211-213. EJ047203.

Solutions for student unrest must be found by united efforts of students, faculty, administrators, and parents.

89. Bloom, Judith Ilene. Constitutional law--equal protection--"benign" discrimination--minority admissions programs--Supreme Court's response to preferential treatment--DeFunis v. Odegaard, 416 U.S. 312 (1974); Kahn v. Shevin, 416 U.S. 351 (1974); Morton v. Mancari, 417 U.S. 535 (1974). Loyola of Los Angeles Law Review, 1975, 8, 191-211. EJ126183.

Three U.S. Supreme Court rulings on minority preference cases are analyzed with reference to the question of the constitutionality of minority preferential admissions. It is concluded that the Court's unpredicability casts doubt on the validity of minority preference and that special consideration should be given in a racially neutral manner.

90. Borden, Juliet P.; and others. Extended positive effects of a comprehensive Head Start - Follow Through program sequences on academic performance of rural disadvantaged students. Journal of Negro Education, 1975, 44(2), 149-160. EJ118524.

A comparison is made of the academic progress of rural disadvantaged children who attend two types of Head Start programs and also participated in a reinforcing Follow Through program for two years with that of non-Head Start students of similar backgrounds who were also enrolled in the Follow Through program. The data suggest that structured, long term Head Start experiences, coupled with a Follow Through program which continuously builds on these experiences, can make a significant difference in the achievement of disadvantaged rural children in their later school work.

91. Borup, Jerry H. The validity of American College Test for discerning potential academic achievement levels--ethnic and sex groups. Journal of Educational Research, 1971, 65(1), 3-6. EJ046700.

This paper attempts to answer two questions: (1) what is the relationship between past achievement (high school quarter), the American College Test, and the first semester college GPA, and (2) does the ACT have the same meaning for sex and ethnic groups. The universe consisted of 996 freshmen who were stratified according to sex and ethnic grouping with 520 respondents selected by simple random technique. Achievement scores were obtained from student transcripts. Two-way analysis of variance was used to establish significance. This study revealed that high school quarter rankings are better indicators of potential college achievement than ACT. It also demonstrated that the ACT has a built-in sex and ethnic bias. Two solutions are discussed as remedies for the problem.

92. Boulding, Elise. The global microproblem: Prospects for women and minorities. Liberal Education, 1976, 62(2), 185-207. EJ143122.

A serious obstacle to releasing the creativity of minority groups for future problem solving is the attitude of white middle-class males, particularly in colleges and universities, who think they are advancing the cause of minorities when they are not. Advances made by minorities are reviewed, along with their resources and some recommendations to college administrators.

93. Bournazos, Kimon. An exploratory study for MLK (Martin Luther King) Program improvement. Preliminary report. Western Michigan University, Center for Educational Research, Kalamazoo, 1972. ED129123.

A highly necessary step in the institution of programs for educating and preparing minority youth for the world is periodic evaluation to make certain that the quality of the program is at such a level that the needs of the participants are properly served. One hundred twenty-eight students answered a 44-item questionnaire concerning their attitudes on such matters as dormitory living, curriculum, orientation, community life, and interpersonal relationship. Eighty-six respondents were from an experimental group who participated in the Martin Luther King Program. The control group consisted of 42 black students who had not participated in any minority group programs at Western Michigan University. No attempt has been made to draw firm conclusions from the present data.

94. Bournazos, Kimon. An exploratory study of the MLK [Martin Luther King] Program improvement. Report No. 3. Western Michigan University, Center for Educational Research, Kalamazoo, 1974. ED119532.

Six hundred thirty-three students from Western Michigan University answered a 46-item questionnaire concerning their attitudes on such matters as living conditions, curriculum, community relations, faculty-staff relations, careers, and interpersonal relations. Respondents were divided into three groups: (1) the experimental group, consisting of 135 black students who were in the Martin Luther King Program; (2) a control group of black students who were never in any type of minority program; and (3) students from predominantly white neighborhoods and white high schools. Findings led to specific recommendations for the improvement of the program.

95. Bowers, John. The comparison of GPA regression equations for regularly admitted and disadvantaged freshmen at the University of Illinois. Illinois University, Office of Instructional Resources, Urbana, 1970. ED053173.

The regression equations of first semester grade point average (GPA) on high school percentile rank (HSPR) and verbal and quantitative score on the Cooperative School and College Ability Tests

(SCAT) were significantly different for men and women regularly admitted freshmen and men and women freshmen admitted to the Special Educational Opportunities Program (SEOP) at the University of Illinois. HSPR and SCAT Verbal scores were useful predictors of GPA for all groups. However, separate regression equations for the prediction of GPA were indicated, since there were significant differences in the regression coefficients of the independent variables among the four groups.

96. Bowman, Mary Jean. Mass elites on the threshold of the 1970's. Comparative Education (Oxford, England), 1970, 6(3), 141-160.

This study deals with the present dramatic increase in the number of students attending secondary schools and universities. From an economic perspective, the author questions conventional wisdom on a number of issues related to equality. For example, making higher education free does not enlarge freedom of choice and argues that social demand is a private affair.

97. Boyd, Virlyn A.; and others. An assessment of a program for rural youth from low-income families in South Carolina. Extension Circular 559. Clemson University, Cooperative Extension Service, South Carolina, 1975. ED116858.

The effectiveness of a special South Carolina rural youth project was evaluated. Initiated in 1972, the project was designed to improve the quality of life of rural youth from low income families via community clubs for youth between the ages of 9 and 16. In order to measure the attitude changes (aspirations and expectations) of club members, a questionnaire was designed which included items relative to: (1) education, (2) residence, (3) occupation, (4) marriage and family, (5) community, (6) self-image, (7) self-concept, (8) concept of change for success. Useable data were obtained from black and white, male and female, youth in attendance at club meetings (n=509) and summer camps (n=559). The research effort failed to measure any pattern of statistically significant changes in the attitudes of program participants. It was suggested that possible reasons for failure to measure change might have been: (1) the sophistication of the questionnaire, (2) the lack of overlap in interviews, (3) the variations in time lapse between questionnaires, (4) the use of responses from youth who had not been in the program long. The evaluation team did make some "impressionistic" observations which indicated: (1) program variations had met the different needs of differing groups; (2) participants and their parents had accrued positive benefits from the program; (3) the program had been successful since members wished to continue club activities.

98. Boyd, William M., II. Black student, white college. College Board Review, 1973-4, 90, 18-25. EJ089717.

A survey reveals how black college students at predominantly white institutions really feel about their educational environment and experience.

99. Boyd, William B. On congruence and standards. College and University, 1971, 46(3), 169-179. EJ040065.

From an address delivered at the MACRAO Annual Meeting in Port Huron, Michigan, November 9, 1970, on changes needed in education standards and recordkeeping.

100. Boyd, William M., II. Are white colleges cooling black recruitment? Change, 1973, 5(10), 56-57,78. EJ088119.

101. Boylan, Hunter R. Facilitating minority admissions: Some legal considerations. College and University, 1973, 48(3), 171-176. EJ103374.

Offers general legal guidelines for establishing procedures to facilitate minority enrollment in higher education.

102. Brace, Clayton; and others. Federal programs to improve Mexican-American education. Office of Education, Washington, D.C., 1967. ED014338.

The Mexican-American affairs unit of the U.S. Office of Education is primarily concerned with these problems--(1) academic achievement of Mexican-Americans, (2) programs to raise the educational achievement level, and (3) utilization of Federal aid to improve educational opportunities of Mexican-Americans. Federal programs which can be used to increase educational opportunities for Mexican-Americans are instructional programs supported under Titles I and III of the ESEA. Instructional materials can be obtained through Title II of ESEA and Title III of NDEA. Instructinal equipment, nutrition and health services, counseling and guidance services, teachers, and school personnel training are available through various titles of ESEA and NDEA while vocational education teachers and facilities are available through the Vocational Educational Act. Federal aid is also available to programs of higher education and adult education. The pamphlet concludes with a listing of the members of the advisory committee on Mexican-American education which was appointed to advise the U.S. Commissioner of Education and the Mexican-American Affairs unit.

103. Bracey, John H. The graduate school experience: A black student viewpoint. The Graduate Journal, 1971, VIII, 445-451.

This article draws largely from the author's personal experience as a graduate student at a large Midwestern university. He discusses such problems as financial assistance, adequate housing for the black student body, and the frustrations blacks encountered dealing with a totally white institution. He emphasizes the need for black academic advisors, black counselors and an increase of blacks on the administrative staff, which could aid the black student in dealing with problems particular to them and the general problems one associates with "coming of age". Bracey also states that dealing with the issue of racism should not be the sole responsibility of the black student body but that whites should be required to read 10 to 15 books which could acquaint them with black history and culture, hopefully giving them a better understanding of black problems.

104. Bradley, Francis X., Jr. Tackling the challenge of minority participation. Engineering Education, 1976, 66(4), 296. EJ133323.

Reports on various committee's actions directed toward providing minority group representation in the field of engineering.

105. Branch, Marie. Faculty development to meet minority group needs: Recruitment, retention, and curriculum change, 1971-1974. Final Report. Western Interstate Commission for Higher Education, Boulder, Colorado, 1975. ED123982.

A proposal to assist some Western Council on Higher Education for Nursing (WCHEN) schools in the development of programs for the inclusion of minorities was designed to impact on nursing education in the West by assisting schools of nursing faculty in the formation and expansion of programs for the recruitment and retention of ethnic students of color and to revise curricula to include diverse cultural perspectives. Forty-four schools of nursing participated in the project. Faculty development workshops with follow-up consultation formed the basis for providing information, experiences, and supportive guidance to two faculty members from each participating school. Some project results are: (1) pre-entry and post-entry programs that increase rates for retention, successful graduation, and licensure of their students; (2) curricula including basic information regarding the ethnic groups and their geographic areas; (3) increased enrollments of students and faculty from ethnic groups of color; and (4) activities that will continue in each school beyond the formal end of the project.

106. Brazziel, William F. Blacks, whites and college training: Manpower pools and training rates. Paper presented at the Conference of the National Association for Equal Opportunity in Higher Education, Washington, D.C. 1976. ED127842.

In an examination of employment patterns and the role of higher education, it is suggested that black Americans are in the curious position of making great strides forward in college labor market training while falling behind their white counterparts in the process. The situation should be addressed by both the government and higher education leadership and the imbalances corrected. Blacks must either keep pace in the accelerated training process or fall behind in an increasingly degreed and credentialed labor market. Implications of the situation are discussed with regard to college admissions, state and regional planning, shortages in the legal and medical professions as well as underrepresentation of blacks in other occupations, and financial problems.

107. Brazziel, William F. Getting black kids into college. Personnel Guidance Journal, 1970, 48(9), 747-751. EJ018946.

The gap between black and white in college enrollment is widening. Comparability in enrollment means 850,000 black students on college campuses; about 400,000 are there now. Comparability in 1976 means a million black students enrolled. Master Counselors are required, both to work with children and press for more federal aid.

108. Breland, Hunter M.; and others. Cross-cultural stability of test items: An investigation of response patterns for ten socio-cultural groups with exploration of an index of cross-cultural stability. Final report. Educational Testing Service, Princeton, NJ, 1973. ED115682.

Over 14,000 high school seniors were studied with respect to sociocultural differences on cognitive test item responses. Six different cognitive tests and ten different groups were analyzed. The tests were: vocabulary, picture-number, reading, letter-groups, mathematics, and mosaic comparisons. The groups were: American Indians, blacks, Mexican-Americans, Puerto Ricans, other Latin-Americans, Oriental-Americans, white Northeastern, white North Central, white Southern, and white Western. Proportions of each group responding correctly to each item of each test were computed and then transformed to equal interval scales of delta-values. The delta-values for the white North Central group were then cross-plotted with each of the other groups to yield an elliptical pattern of points for each comparison. The major axis of the ellipse for each cross-plot was determined and the distance of each item point from it computed. These distances were used to create a vector index of cross-cultural stability. Items having notable patterns of instability were examined closely for factors which might explain the instabilities. It was concluded that certain vocabulary items were unstable for some Spanish-speaking groups. These vocabulary instabilities were attributed to coincidental cognate influences operating to make some English vocabulary items relatively easier for the Spanish-speaking groups. It was also observed that reading test items containing material relevant to black culture were relatively easier for blacks than were other items in the test battery.

109. Breland, Hunter M.; Ironson, Gail H. DeFunis reconsidered: A comparative analysis of alternative admissions strategies. Journal of Educational Measurement, 1976, 13(1), 89-99. EJ140451.

With regard to the DeFunis vs. Odegaard law school admission discrimination case, selection models were applied to hypothetical situations based upon evidence in the literature concerning such matters as mean differences between majority and minority groups on predictors and criteria, slopes of the within group regression lines, and correlations between predictors and criteria.

110. Breland, Hunter M.; Breland, Nancy S. DeFunis vs. Odegaard and some inadequacies in selection models. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., 1975. ED109252.

Selection fairness is explored in the context of data from DeFunis v. Odegaard, the recent Supreme Court case, and societal demands for increased numbers of minority professionals. These models of selection fairness are considered: Clary's regression model, Darlington's subjective regression model, the equal risk model of Einhorm & Bass, Thorndike's constant ratio model, Cole's conditional probability model, and a new decision-theoretic utility model. Some formulations offer defensible theoretical positions, but all fail to provide a suitable basis for satisfying societal demands. It is concluded that all of these models would function better if the predictor were modified to include nonacademic measures.

111. Breza, Kathleen; and others. The Polish-American Community in South Bend. Indiana University, Ethnic Heritage Studies Program, South Bend, 1975. ED117027.

Developed as part of an ethnic heritage studies program, this document provides an historical narrative of Polish-Americans in South Bend, Indiana. The document presents background information, beginning with the dating of Polish national existence in 966 when King Mieszko converted to Christianity. Emigrating to America for economic reasons, many Poles began arriving in Indiana around 1850 through 1860. Their subsequent life and cultural development in South Bend is presented. The Polish community retained strong roots and identify to their Polish heritage into the 1960s when a decline in identity ensued. Recent emphasis is on cultural pluralism.

112. Briggs, Vernon M. Implications of noninstitutional considerations upon the effectiveness of manpower programs for Chicanos. Texas University, Center for the Study of Human Resources, Austin, 1973. ED130808.

Public policy has recognized the need to develop selective programs that zero in on the needs of specific racial subgroups. However, entering the 1970's, the strategy of approaching social problems in terms of their impact upon subgroups has been politically attacked as being nationally divisive. Yet is remains highly doubtful that public policies designed to enhance the earning power of individuals can function successfully under any other economic mandate. The thesis that racial subgroups require special attention implies that there is a differential in the economic experience between the various subgroups. These unequal results are due either to barriers presented by the operations of society's institutions or to cultural and social characteristics of the subgroup which restrict easy assimilation into the larger society. This paper explores some of the effects that selective cultural and social characteristics of Chicanos may exert upon the need for effective manpower policies. It is posited that there is a definite need for fragmented policy measures if assurances of equal economic opportunities are to be provided to all individuals in all racial subgroups.

113. Brimmer, Andrew J. Education and income in the black community. Integrated Education, 1973, 11(6), 3-5. EJ093757.

Focuses on the role of education and its contribution to blacks' economic advancement, finding that younger blacks are making substantial progress in achieving secondary and higher education, and this increased education is yielding higher incomes both absolutely and relative to whites.

114. Britts, Maurice W. Blacks on white college campuses: 1823-present. Negro History Bulletin, 1974, 37(4), 269-272. EJ103390.

Traces the history of the Black American in his quest for a higher education from the Lone Negro, John Russwurm, in 1826, who graduated from Bowdoin College, Maine, and concludes with a resume of present minority recruitment programs on various campuses.

115. Brody, Lawrence; Schenker, Hank. Discovering and developing the college potential of disadvantaged high school youth. A report of the fifth year of a longitudinal study on the College Discovery and Development Program. City University of New York, Office of Teacher Education, New York, 1972. ED061408.

The College Discovery and Development (CDD) program completed its fifth year of continuous implementation in June 1970. This volume is the fifth in a series of annual reports describing the educational progress of students who had been enrolled in successive tenth grade classes each September, beginning in 1965. During this 1969-70 academic year, there were three classes enrolled in the program: CDD III, admitted in September 1967, CDD IV, admitted in September 1968, and CDD V, admitted in September 1969. Included in this report are: (1) a description of CDD V; (2) a socioeconomic description of the fifth population of CDD students; (3) attendance and achievement records of all classes from 1969-1970; (4) entrance into CDD from high school, and subsequent college progress of CDD I students; (5) curriculum improvement efforts; (6) summaries of adjunct studies; and, (7) general summary of the CDD program. In addition, "Appendix A" contains a report of a curriculum conference of the CDD held at Hunter College April, 1970; "Appendix B" is an end of the year report of CDD for the period 1969-1970.

116. Brody, Lawrence; Schenker, Hank. Discovering and developing the college potential of disadvantaged high school youth. A report of the eighth year (1972-73); a longitudinal study on the College Discovery and Development Program. City University of New York, Office of Teacher Education, New York, 1975. ED113418.

This report is the eighth in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The document provides a summary section which focuses on program purposes, the eighth year of the program, facilities, and salient findings. Other sections include a description of the eighth population of college discovery students, of college progress of program students in classes I-V, high school graduation and college admission for class VI and a socioeconomic overview of classes I-VIII. The increase in the number of participants in the program who completed their studies with a bachelor's and associate of arts degree was noticeable during the eighth year. Class VIII resembled the previous seven groups in age, family structure, living conditions, ethnicity, history of mobility, previous scholastic averages, and attendance, but was found to be less well off economically than other classes. Analysis of transcripts indicate that program students continue in college at a higher rate than nonprogram students and Open Admissions students, and that they earn slightly lower grade point averages than regular freshmen.

117. Bromall, Irvin H. Black and minority law students: A stratum for societal change. Journal of Non-White Concerns in Personnel and Guidance, 1975, 3(3), 114-120. EJ120608.

A brief look at the current and future Black and minority law students, their situation, and their potential role as a stratum for progressive societal change.

118. Brooks, Glenwood C., Jr.,: Sedlacek, William E. The racial census of college students. College and University, 1972, 47(2), 125-127. EJ053593.

Procedures used at the University of Maryland for providing statistics on racial composition.

119. Brooks, Ian R.; Moore, Evelyn. The Indian Students University Program Services (I.S.U.P.S.) Second evaluation Report, 1973-1974. Calgary University (Alberta), Faculty of Education, 1974. ED115426.

As the second report on ISUPS, this document evaluates the period of July 1973 to December 1974 and presents sections dealing with: (1) higher education and American Indian students; (2) recommenations based on first year operations; (3) second year operations; (4) development and research; (5) evaluation reports from the districts; (6) the budget; (7) literature pertinent to dropout rates; (8) the implications for ISUPS. The most significant program change cited is the development of "outreach campuses" which, by initiating locally tailored courses on the Indian reserves, should facilitate reduction in dropout rates, costs, and the number of on-campus students and also facilitate increases in intercollegiate communication, coordination, and competition. Among the major program adaptations mentioned are: (1) more stringent selection criteria; (2) extension of the summer orientation program from 2 to 6 weeks; (3) compulsory attendance for tutorial sessions; (4) utilization of paid senior students as counseling liaisons between newer students and staff; (5) a title change to distinguish between ISUPS and university programs; (6) a proposed concurrent orientation period to extend throughout the semester; (7) the addition of 13 new native studies courses; (8) creation of the position of Academic Coordinator; and (9) a proposed "common core" of course work for outreach locations.

120. Brooks, Ian R., Comp.; Moore-Eyman, E., Comp. The Indian Students University Program Services (I.S.U.P.S.). Third evaluation report, 1975-76. Calgary University (Alberta), Office of Educational Development, 1976. ED129545.

As the third report on ISUPS, this 1975-76 evaluation presents reports by: the Academic Coordinator (policy, procedure, and changes re: outreach programs; funding; student characteristics; the coordinating role; student input; admissions; and facilities); the Tutor (registration; course planning; library use; academics; and recommendations for a full time tutor to be skilled in teaching adults and to be permanently maintained); the Counsellor (pre-admission counselling; staff increases; social counselling; tutoring; student needs; physical accomodations; and recommendations for more group discussions re: course work, philosophy, and psychological needs); the Native Club

(Wilderness Camp Workshop; Indian Awareness Week; other projects; and recommendations for continued support); the students (an evaluation derived from personal and group interviews with 24 of 35 available students); and the Office of Educational Development (goals re: Indian students; bibolography development; "New Man Report"; "Human Resources Study"; off- and on-campus computer assisted instruction; Morely Assessment and Placement Test; mother-child interaction program; computerized information system; study center; senior half-course). Additionally, a personal interview with a third year student (on Indian educational disadvantagement) and statistics (enrollments, operating budget, half-courses, outreach programs, grade point averages, etc.) are presented.

121. Brown, Eddie F. College recruitment of the American Indian. California University, American Indian Culture Center, Los Angeles, 1971. ED082888.

Many intelligent, talented, and capable American Indian youngsters finish elementary and secondary schools but do not enter college. The majority of those who do go on to college experience difficulty in keeping an acceptable grade average; consequently, few graduate. Present Indian recruiting programs have failed to identify the reason for this. Indian students do not enter college because of lack of motivation. This is usually due to lack of encouragement from family and teachers, improperly planned high school curriculum, and a misunderstanding of the importance of advanced education. Several suggestions can be offered for effective recruiting programs that not only get Indian students into college and out with a degree, but with self confidence, acumen, and desire to proudly make his place in society. Among these suggestions are: recruitment must begin when the student first enters high school; Indians already in college must become involved in the recruitment programs of school with a high concentration of Indian students; the college must be able to offer financial aid; the college curriculum must be developed to allow these students to catch up in English, math, or science and also prepare them to graduate within 4 years; and social activities with other Indians in college must be made available.

122. Brown, Eddie F. Guidance and counseling of the American Indian college student. American Indian Culture Center Journal, 1971-72, 3(1), 28-29. EJ059924.

123. Brown, Frank. Education and the black community. Educational Forum, 1973, 38(1), 13-18. EJ087266.

Author suggested methods for advancing the educational opportunities and improving the quality of education for black Americans.

124. Brown, Frank; Stent, Madelon D. Black college undergraduates, enrollment, and earned degrees: Parity or under representation; Journal of Black Studies, 1975, 6(1), 5-22. EJ125307.

In order to show how successful (or unsuccessful) blacks have been in gaining entrance into American colleges and universities, data on black college enrollment and earned degrees were compiled: the primary enrollment data source was a survey conducted by the Office for Civil Rights and the U.S. Office of Education.

125. Brown, Frank; Stent, Madelon D. Black graduate and professional school enrollment: A struggle for equality. Journal of Black Studies, 1975, 6(1), 23-34. EJ125308.

The stated purpose of this paper is to provide a comprehensive picture of blacks enrolled in graduate and professional schools, and to present data on earned degrees; it is noted that a Ford Foundation sponsored study revealed that, by June 1969, 2,280 black men and women were holders of the Ph.D., i.e., less than one percent of all Ph.D. holders.

126. Bruno, Rosalind; and others. School enrollment--social and economic characteristics of students: October 1974. Current population reports, population characteristics, series P-20, no. 286. Bureau of the Census, Population Division, Suitland, Maryland, 1975. ED115566.

This report contains data and descriptive analyses of social and economic characteristics of students from nursery schools through higher education. The figures are based on the Current Population Survey conducted in October 1974 by the Bureau of Census. Recent changes in college enrollments are analyzed in the test part of the report. Changes in school enrollment patterns for students attending nursery school through college by socioeconomic characteristics such as age, race, sex, Spanish origin, marital status, dependent family members, metropolitan residence, and level of income are presented in 24 statistical tables. Descriptive analysis in the text is based on the following tables of statistical data: (1) school enrollment rates for persons 3 to 34 years old, by age and sex: October 1974 and October 1950; (2) characteristics of college students 25 to 34 years old: October 1974; (3) characteristics of students 35 years old and over: October 1974; (4) college enrollment of the population 16 to 34 years old, by year of school, sex, and race: October 1974; (5) college enrollment of the 1971 freshman class: October 1971 to October 1974; (6) college enrollment of persons 16 to 34 years old, by race and age: October 1974 and October 1970; and (7) college enrollment rates for dependent family members 18 to 24 years old, by family income: October 1974 and October 1970.

127. Buchanan, E.T., III; Sunnucks, George M. Postsecondary co-operative education programs and minority student participation: Enrollment patterns for women, veteran, minority, and handicapped students; selected program characteristics; and exemplary programs serving populations with special needs. Final report. Tidewater Community College, Virginia Beach Campus, Portsmouth, Virginia, 1975. ED119544.

The purposes of this document are: (1) to measure the participation of women, veterans, minority and handicapped students in postsecondary cooperative programs; (2) to provide a descriptive and comparative analysis of selected policies and practices of cooperative education programs, by institutional level and extent of women, veterans, minority, and handicapped participation; and (3) to highlight selected cooperative education and other special programs that are uniquely responsive and have attracted women, veterans, minority, and handicapped students. Some findings were: (1) cooperative education programs reported that they are experiencing an increase in minority and women student participation; (2) increasing numbers of women, blacks, and other minority students are entering nontraditional curricula such as engineering and other technical fields; and (3) of the total headcount enrollment reported by 150 cooperative education programs, 26 percent were women, 0.8 percent were handicapped, 13 percent were veterans, and 15 percent were male students of minority status.

128. Burd, Gene. School press must not ignore urban problems, minority access. Communication: Journalism Education Today, 1973, 7, 9-11. EJ100836.

Urges urban high school journalists and their advisers to assess the nature of press responsibility to report, interpret, and comment on community problems.

129. Burkheimer, Graham J.; Davis, Junius A. A census of special support programs for "Disadvantaged" students in American institutions of higher education, 1971-1972. Educational Testing Service, Princeton, NJ, 1973. ED112791.

A questionnaire survey mailed to all U.S. undergraduate institutions in October 1971 was conducted as part of an evaluation of support service programs for disadvantaged students funded through the Higher Education Amendments of 1968. The inventory contained 14 items that sought summary information about the institution's budget, number of students, percentage of student body disadvantaged (from deprived educational, cultural, or economic background or physically handicapped), Special Service or similar programs (e.g. counseling, tutoring, career guidance, placement), number of involved faculty and staff, nature of programmatic activities, and extent and source of financial support. Of the 2,991 institutions contacted, 59 percent responded. Several procedures were employed to check for biases among respondents. Major findings: About 14 percent of enrolled undergraduates are estimated to be disadvantaged, with considerable variability among percentages in different types of colleges and geographic regions. Half of the institutions reported special support programs, one in three with federal support, one in seven state or local, one in seven institutional, and one in 20 private foundation. Federal funding has been given to those institutions with larger proportions of disadvantaged students. Services provided and their effects depend more on institutional factors than on support program factors.

130. Burkheimer, Graham J.; and others. A study of national Upward Bound and Talent Search Programs. Final report. Volume IV. Evaluation study of the Upward Bound Program. Research Triangle Institute, Center for Educational Research and Evaluation, Durham, NC, 1976. ED131152.

Volume IV of a four volume report on the results of a national study of the Upward Bound (UBO) and Educational Talent Search (ETS) programs focuses on Upward Bound itself. The first three chapters provide a general descriptive background to the study, its design and limitations. The next four chapters focus on: (1) characteristics of the UB staff, (2) characteristics of UB projects, (3) perceptions of UB by participating students, (4) student outcomes as a function of UB participation, and (5) student outcomes as related to project characteristics. Findings of the evaluation include the following: (1) UB does not appear to represent a single intervention treatment, or even two or three clearly delineated treatments; pursuit of the general objectives of the UB program appear to be common across projects, but particular programmatic emphases and assumptions relative to the attainment of the general objectives showed considerable variation among projects; (2) projects appear to be adequately staffed, with individuals of acceptable levels of formal training and experience for their positions; (3) although the overall program exhibits considerable variability, particularly in the academic component, UB seems to be effective in providing and delivering the basic activities required by the guidelines; (4) students involved in the UB projects appear positive about staff and their program experience; and (5) projects appear to be compatible with and an integral and acceptable part of their host institutions.

131. Burton, Gene E. Some problems of minority recruiting. Journal of College Placement, 1975, 35(2), 71-73. EJ112269.

This article discusses the inadequacy and inappropriateness of standards used in recruiting minority students.

132. Busi, Frederick. Admissions policies after DeFunis. Journal of Intergroup Relations, 1974, 3(4), 13-18. EJ106741.

Argues that universities, with all their talent and expertise, must modify the means and not the goals of recruitment policy before other cases, with more persuasive evidence, come before the courts.

133. Butler, Addie J. Some functions of the black college. Negro Educational Review, 1975, 26(4), 167-180. EJ131866.

Reviews the literature on black colleges in the light of functional analysis, focusing on their latent functions and proposing that black colleges and universities are step-children, both second class to those of the majority and performing several functions not performed by the latter. Discusses several alternatives.

134. Cabello-Argandona, Roberto. Recruiting Spanish-speaking library students. Library Journal, 1976, 101(10), 1177-1179. EJ136547.

Ineffective library school recruiting has contributed to inadequate library service to the Spanish-speaking citizen.

135. Cabranes, Jose A. Careers in law for minorities: A Puerto Rican's perspective on recent developments in legal education. Journal of Legal Education, 1973, 25(4), 447-458. EJ082987.

136. Cabrera, Y. Arturo. A survey of Spanish-surname enrolled students, San Jose State College 1963-1964. San Jose State College, California, 1964. ED020031.

Findings relevant to Spanish-surname enrollment figures at San Jose State College, California, for the 1963-1964 school year are presented. For the study, a Spanish surname presupposes a Mexican-American background. This report lists these students' major fields of study, the distances from their permanent residences to San Jose State College, and their percentage of representation proportionate to the area and college populations. A short bibliography is also included.

137. Cairns, George F., Jr. Evaluation of the Youth-Tutoring-Youth Project, summer 1971. Research and development report, volume 5, number 9. Atlanta Public Schools, GA, 1971. ED064455.

Numerous reports have noted the difficulties inner city children have in the typical public school environment. The inner-city child, whose basic skills are often less advanced than those of his suburban counterparts, drops further behind as he grows older. Furthermore, few programs are directed toward changing the basic attitudes and academic skills of high school pupils who have a history of underachievement. This report is an evaluation of a project that was conducted in the summer of 1971 in the Atlanta Public School System, directed toward attitude change of underachieving high school and elementary school pupils. The project also attempted to effect a change in basic language study skills of these pupils by using the Youth-Tutoring-Youth (YTY) model, which is currently being implemented extensively throughout the United States. The basic situation common to the YTY concept involves underachieving high school pupils teaching underachieving elementary school pupils. Preliminary findings collected by the National Commission on Resources for Youth, Incorporated indicates that both the tutor and the tutee gain valuable reading skills as a result of experience in the YTY program, noting that some tutors have gained as much as three years in reading skills over a period of one semester.

138. Calitri, Charles J. Open enrollment: Ticket to reality. Rec, 1970, 72(1), 81-91. EJ026381.

Approval is given to the idea that each individual should be allowed to attend college, regardless of his background, and to learn at college how to find himself.

139. Callenbach, C. The effects of instruction and practice in content-independent test taking techniques upon the standardized reading scores of selected second-grade students. Journal of Educational Measurement, 1973, 10(1), 25-30.

Twenty-four relatively test-naive second grade students received eight 30-minute periods of deliberate instruction and practice in content-independent standardized test-taking techniques over a four week period. Immediate and delayed effects of treatment were assessed through an analysis improvement in standardized reading scores as measured by the difference between experimental and control groups in the Standard Reading Test. The results showed that students who received instruction and practice in test-taking techniques achieved significantly higher scores on both the immediate posttest administered the week following treatment and the delayed posttest administered four months after treatment. Mean differences were about a quarter of a standard deviation.

140. Campbell, Laurence R. [Minor inquiries concerning student publications and student journalists.] Quill and Scroll Studies, Tallahassee, FL, 1975. ED127634.

This paper contains summaries of the following surveys of student publications and student journalists: "Federally Funded Indian Schools and Student Publications", which outlines school programs and journalism instruction; "How Journalism Schools Serve Student Journalists", which details available services for students; "School Press Associations Serve School Publications in 1975", which examines the extent and role of school press associations in journalism instruction; "School Press Workshops Survive", a state-wide assessment of existing journalism workshops; "Why Be a Student Journalist", which surveys advisors' conceptions of student motivation; and "Emerging Rights of Student Journalists", an analysis of legal issues.

141. Cardenas, Jose A. An education plan for the Denver Public Schools. 1974. ED096046.

The development and submission, for the Court's consideration, of an education plan for Hispano and Black children in Denver Public Schools was requested by plaintiffs in this case. The Court ordered the development of a school program based on the characteristics of these children. The proposed plan provides the rationale and activities necessary for accomplishing this, trying to eliminate the incompatibilities, which attributes the poor school performance of minority and disadvantaged children to an incompatibility between the characteristics of these children and those in typical instructional programs. Five incompatibility areas are: poverty, culture, language, mobility, and societal perceptions. Since these are so interrelated, the program incorporated the principles of (1) interrelatedness and interdependence and (2) adaptability. It outlines the elements of school activity which must be adopted: educational philosophies, policies, scope and sequence, curriculum, staffing, co-curriculum activities, student personnel services, noninstructional needs, community involvement, and evaluation.

142. Career Education: Papers presented at the 1972 annual meeting of the American Educational Research Association, Chicago, 1972. American Educational Research Association, Washington, D.C. ED062540.

This document is a collection of three papers: (1) "Some Variables Why So Few Black High School Graduates Attend Post-High School Area Vocational Schools" by Max Farning, (2) "The Role of Simulation in Teaching Complex Problem Solving Skills" by Curtis R. Finch and Patrick A. O'Reilly, and (3) "Investigation of the Effectiveness of a Design to Initiate Curriculum Change" by Mary Bach Kievit. Farning concludes that two variables have influenced the low enrollment rate of blacks: (1) negative attitudes toward blue collar employment, and (2) lack of knowledge about post-secondary area vocational schools. Finch and O'Reilly analyze the effectiveness of dynamic simulation as a means of teaching troubleshooting and discuss several implications for state-level vocational education planning, local utilization of simulators, and minimization of individual differences between students. Kievit considers a design for curriculum change based on teacher workshops.

143. Career education needs assessment for merged area VI. Iowa Valley Community College District, Marshalltown, 1975. ED120568.

A career needs assessment of the schools in Area 6 in Iowa was carried out in the study. Project objectives were: (1) to ascertain the student needs, K-adult in Area 6, (2) to identify that which is currently being done to meet career education needs in Area 6 public schools, and (3) to synthesize the resources and needs as an optimum combination of resources and activities as recommendations to the Area 6 public schools for future planning. Information concerning labor supply and demand in Area 6 and in Iowa was gathered and is presented in the report. Data on unemployment, the economically disadvantaged, and persons with less than high school education also appear. As a result of interviews with educators in the area, it was concluded that while career education was a part of curricula in every K-12 district, it was not fully integrated into the programs. It was found that many who were responsible for curriculum development lacked familiarity with current concepts and definitions of career education. It was also found that a significant number of students at the postsecondary level need means by which they can choose career directions. Recommendations based on the results of the study are presented. Data summaries for each of the districts surveyed are appended. Also appended are minutes from committee meetings and a sample survey questionnaire.

144. Carlisle, Donald. The disadvantaged student in graduate school master's and doctoral degree programs in predominantly non-negro universities. California University, Los Angeles, 1968. ED026021.

Graduate level support programs for disadvantaged students in predominantly white institutions either make awards directly to students who then choose the university of their choice, or administer funds within an institution to support students for the study of one discipline. Since 1963, some Schools of Business Administration, Law, Education, Social Welfare, and others have supported minority students working toward Master's degrees. In 1963, a multidisciplinary Special Students Program was established at UCLA which provided 1 year of support to 23 Negro and other minority students working toward a Master's degree. Only one-fourth of the group progressed satisfactorily. Weaknesses in the program were identified as its financial support pattern, the quality of advising, orientation and tutoring, and the means and criteria used for recruitment. It was also felt that heavy recruitment of students from southern Negro colleges removed the ablest and most needed graduates from these institutions. Efforts were then concentrated on Black, Mexican American and American Indian students in northern and western states, and in 1966 a 4-year Masters Opportunity Program was established which incorporated improvements in selection and recruitment. Of 21 students, only 1 failed academically. A common assumption has been that disadvantaged students need to correct academic deficiencies in order to enter graduate school, but this program proved that there is a larger number of minority students who are well qualified for graduate work if there is greater insight as to what they need to succeed.

145. Carlos, Hazel; Murphy, John M. Critical resources in Afro-American literature: A bibliography of paperbacks for teachers. Michigan Council of Teachers of English, Ann Arbor, 1972. ED068987.

This annotated bibliography of relatively inexpensive paperback books has been prepared with the assumption that a list of books about Afro-American literature might be useful to high school and junior high school teachers, especially those who have not had the opportunity to study Afro-American literature in formal courses. The recent publication of great numbers of Afro-American anthologies, casebooks, readers and collections of various kinds, as well as works by individual writers, has meant that the teacher has had an increasingly greater range of choice in finding material that he or she can bring into the classroom. This bibliography, however, has been designed for the teacher's private library and contains many items which would not be appropriate for classroom use. Along with works in literary history and criticism, some titles which provide insight into the more general Afro-American historical and cultural experience have been included.

146. Carlson, Mary S., Ed.; and others. The options handbook; communicating with prospective students about postsecondary educational options. Summary and recommendations. National Student Educational Fund, Washington, D.C., 1976. ED121327.

A study conducted by 19 student researchers under a grant from the Fund for the Improvement of Postsecondary Education, concluded that very little information is designed to aid students to make a choice for their future. Three separate publications resulted, called the "Options Handbooks". Material from these handbooks is synthesized here. The summaries review the information needs of postsecondary students in the context of recent consumer protection debates, review the need for financial resources information and give examples of dissemination strategies in five states and at the national level, and discuss the relation between the roles of information and counseling, with the focus on how to assist students in developing their decision-making abilities. Fifty-nine references are included.

147. Carlson, Mary S., Ed.; Berlet, Chip, Ed. The options handbook. Handbook three: Counseling to improve student decision-making. National Student Educational Fund, Washington, D.C., 1976. ED127855.

Specific issues in counseling are examined from the user's perspective. The book is a collection of issue papers written by students and recent graduates. Chapter 1 provides an overview of the counseling profession and discusses the controversy between educational and therapeutic counseling, the predominance of high school counselors, and the relative ineffectiveness of counselors. The second chapter considers the counseling process itself. Chapter 3 deals with regional and community-based counseling centers as an alternative to the traditional high school counseling system. Minority counseling programs and minority student needs are addressed in Chapter 4, and the fifth chapter describes the information and counseling needs of women. Three primary changes in the counseling system are identified: (1) the focus of counseling should be client-centered; (2) counselors need to be able to collect and manage the information that prospective students need; and (3) counseling should be moved out of the schools and into the community.

148. Carrigan, Patricia M. School desegregation via compulsory pupil transfer: Early effects on elementary school children. Final report. Ann Arbor Public Schools, Michigan, 1969. ED036597.

This is an extensive study of Ann Arbor's first school desegregation effort, involving the 1965 closing of Jones elementary school and subsequent reassignment of its predominantly Negro population to predominantly white schools. The research focused on the first year of school desegregation, exploring academic, social, behavioral, and attitudinal characteristics (1) in the children transferred from Jones, (2) in a racially mixed group from Mack School (with no change in school setting), and (3) in predominantly white receiving-school children. At the end of a year of desegregated schooling, half the transfer pupils showed 5 or more points gain in IQ, and 37 percent showed normal or greater gains in reading. However, gains made by the transfer group were smaller, on the whole, than gains made by the other two groups. Forty Negro transfer pupils (still in elementary receiving schools), studied in a limited follow-up 2 years later, were at best holding their own academically, relative to national norms. There was no evidence to suggest that the normal progress of white receiving-school children was interrupted by the transfer.

149. Carrigan, Patricia M,; Aberdeen, David. Some early effects of compulsory desegregation on elementary school children. American Educational Research Association, Washington, D.C.; Ann Arbor Public Schools, Michigan, 1970. ED038658.

The early consequences of compulsory transfer of children from ghetto schools to predominantly white schools is discussed. Such a plan was effected when Jones Elementary School, with an 80% black enrollment, was closed and pupils were reassigned to six predominantly white receiving schools. Non-transfer students from a racially mixed school and comparable socioeconomically and academically to the children from Jones School were used as a control group. The data included information on a variety of behavioral and attitudinal characteristics such as IQ, reading achievement, self-esteem and social acceptance. The findings indicated that these characteristics were initially poorest in the black transfer group and there was no evidence that established patterns were altered appreciably by a year of desegregated schooling. Black children tended to be more similar to one another across the three populations than to white children within the same population and the black-white differences tended to favor the whites. When some interruption in this pattern was observed positive changes occurred among the black transfer group and generally the greatest positive changes occurred in children with relatively low initial status on that characteristic. It is concluded that desegregation is no panacea for the ills of the minority group child.

150. Carruthers, Garrey E.; and others. A socioeconomic analysis of labor mobility, North-Central New Mexico. New Mexico Agricultural Experiment Station Research Report 258. New Mexico State University, Las Cruces, 1973. ED119908.

The study identified the social and economic factors affecting present commuting behavior and the willingness to commute and to relocate of the residents in north-central New Mexico. Central hypothesis was that Spanish Americans were less mobile than Anglo Americans in this region. Data were collected in a personal interview survey of 800 households in the 7-county region. Every city and most rural villages were cluster-sampled to reflect the rural-urban, sex, and occupational makeup of the region's opulation. Willingness to commute and to relocate were measured by specially constructed bidding games. Analyses were restricted to data from 643 completed questionnaires. Analysis included 2 phases: (1) a cross-classification analysis of mean scores by ethnic group and other socioeconomic variables and (2) a stepwise multiple regression analysis of socioeconomic characteristics and the 2 dependent variables--willingness to commute and to relocate. Some findings were: (1) Spanish Americans were more willing to commute but less willing to relocate than were Anglo Americans; (2) young household heads were more willing to commute than the older ones; (3) commuters tended to be younger, Spanish American, and male with lower occupational status, lower educational levels, and larger families (more dependents); and (4) Anglo Americans with 0-6 years of education indicated the greatest willingness to relocate.

151. Carter, Fred M.; Schaefer, Richard T. Race in the college classroom; An exploratory study. *Integrated Education*, 1976, *14*(5), 41-42. EJ145705.

This exploratory study definitely argues that where race is the subject in an American classroom, student thoughts and pre-conceptions are anything but passive.

152. Carter, George E., Ed.; Mouser, Bruce L., Ed. Identity and awareness in the minority experience. Selected proceedings of the 1st and 2nd Annual Conferences on Minority Studies (March, 1973, and April, 1974). Volume 1, Number 1. Wisconsin University, LaCrosse, 1975. ED124324.

The first conference focused on specific approaches in the offering of minority studies (both as a collective unit and as separate entities) and on problems of "Anglo" educators in medium-sized Midwestern institutions. Topic panels focusing on various literatures and on specific minority groups were held at the second conference. Stemming directly from papers presented at both conferences, this anthology of 14 essays deals with the subject of identity and awareness in the minority experience of Latinos, Native Americans, and Afro-Americans. Topics covered include: the importance of literature in the emergence of Latino identity; drama as an important medium in a quest for Latino identity; the main thrust of the Chicano studies program at New Mexico Highlands University (Las Vegas); Navajo "nationalism" as a source of identity and awareness; the impact of urbanization on the identity of Native Americans; the importance of identity and awareness from a literary perspective as it relates to

Native Americans; the mulatto tradition in literature, a search for identity in two worlds; black identity and awareness viewed from the negative side, as developed by the English; adolescent literature viewed as a method of developing awareness and self-identity; the development of racial pride among blacks (from an historical perspective); and the issue of educational programs in the context of resocialization.

153. Carter, Thomas P. Mexican Americans: How the schools have failed them. *College Board Review*, 1970, *75*, 5-11. EJ020615.

154. Cartwright, G. Phillip; McIntosh, Dean K. Three approaches to grouping procedures for the education of disadvantaged primary school children. *Journal of Educational Research*, 1972, *65*(9), 425-429. EJ060673.

Grouping heterogeneously, homogeneously, and flexibly made no significant difference in academic achievement in research done on 260 children over a 2-year period.

155. Casavantes, Edward J. Deviant behavior in the Mexican American student and its relation to education. A position paper. Southwestern Cooperative Educational Laboratory, Albuquerque, NM, 1970. ED060989.

Several studies have been done about Mexican Americans but, in the area of their mental health, "a scant dozen articles are worth reviewing". Since the literature has been consistent in reflecting that a low socioeconomic level combined with extensive use of Spanish lowers IQ test scores of Mexican Americans, these factors should be studied in connection with the educational achievement of Mexican Americans and their mental health (i.e., in terms of such personality types as obsessive-compulsive, impulsive, schizophrenic, passive-dependent, and depressive). This could be done because Mexican Americans are highly distinguishable from other ethnic groups and are set apart by such factors as low median family income, speaking Spanish as a first language, a behavior and value system reflecting another culture, and a tendency to live in barrios. In such a study, 8 hypotheses are proposed for testing on a random sample of large numbers of Mexican Americans from all socioeconomic levels and ages, from every state in the Southwest, from rural and urban settings, from the Chicano militant element, from colleges, and from the Hispano component. The actual survey should be done by special questionnaire and a short adapted form of standard personality tests with some in Spanish. Examiners should be Mexican Americans highly trained in psychiatric interviewing procedures. In summary, this investigation should be a broad-based study on the mental health and educational achievement of Mexican Americans.

156. Casavantes, Edward J. Variables which tend to affect (impede or retard) learning of the Mexican American student in American education. A position paper. Southwestern Cooperative Educational Laboratory, Albuquerque, NM, 1970. ED060990.

An interdisciplinary research study is suggested following a review of the more significant studies that have been attempted to explain the degree of educational retardation of the Mexican American as related to such factors as life stresses (e.g., economic deprivation) and learning styles. This study would be a combination of survey research (testing scores, percentages, etc. of students at given grades) and research for hypothesis testing wherein a random sample of the total Mexican American population would be used. It is noted that such a study would provide large quantities of data on sociologic, family, education, cognitive, and personality functioning and would assess the co-variation and influence of each of these variables on each of the other variables.

157. Cavanaugh, John. The commissioner's view of BIA and higher ed... Education Journal of the Institute for the Development of Indian Law, 1973, 2(4), 4-9. EJ103074.

158. Cavert, C. Edward, Comp. Designing diversity '75; conference proceedings, National Conference on Open Learning and Nontraditional Study (2nd, Washington, D.C., June 17-19, 1975). University of Mid-America, Lincoln, Nebraska, 1975. ED118109.

In 1975, a national conference was held to discuss the current status of open learning and nontraditional studies, and to discuss plans for the future. This report contains some 75 essays classified into the following categories: (1) general issues, (2) management and financial patterns, (3) academic and curricular patterns, (4) communications technology and delivery patterns, and (5) research and evaluation patterns. A list of conference participants is also provided.

159. Chacon, Gloria, Ed.; Bowman, James, Ed. The recruitment, channeling, and placement of Chicano teachers. Southwest Network, Hayward, California,; Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebraska, 1974. ED107430.

Chapter 4 of the U.S. Commission on Civil Rights publication entitled "Toward Quality Education for Mexican Americans" constitutes the first part of this two-part document which examines the recruitment, channeling, and counselling of Mexican American teachers in the Southwest. Specific areas examined in this chapter include: (1) differences in teacher interaction with Mexican American and Anglo students, (2) control over teacher preparation programs, (3) teacher trainee enrollment, (4) content of teacher education courses and supervised experiences, (5) Mexican American representation on State Boards of Education, and (6) higher education institutions in the Southwest which have teacher education programs and Spanish surnamed staff representation. The second part of this document is a transcript of a discussion among nine educators in attendance at the 1974 Oakland Chicano Teacher Conference sponsored by the Southwest Network. When combined, these reports indicate that: conventional teachers are not educated satisfactorialy to relate in a just and supportive way to Chicano students; in passing through Anglo teacher training institutions, many Chicanos acquire a colonial picture of themselves and of Chicano children; and alternative schools which do not support the "colonized identity" are potentially valuable (a list of such Chicano alternative schools is provided).

160. Changing Africa, Topic 3. Africa south of the Sahara: A program of study for secondary school social studies students. Teaching and student guides. Carnegie-Mellon University, Pittsburgh, PA, 1969. ED032327.

This teaching guide and student text deal with four areas of change in contemporary Africa: (1) social change and the presence of industrialization, (2) changing patterns of work from a rural to an industrial-urban economy, (3) the impact of changing patterns in education on the lives of Africans, and (4) the nature of African cities and urban living. The teacher's guide contains detailed lesson plans, suggestions for classroom procedure, lists of instructional aids, and student study guides, in addition to suggested activities for concluding the entire project on Africa south of the Sahara. The student text contains recommended reading selections and specific background information on the changing social, educational, political, and economic environment in Africa. [Not available in hard copy due to marginal legibility of original document.]

161. Chavers, Dean. The Indian college student in California: 1967-1972. California State College, Hayward, 1972. ED081550.

The document is a report of the American Indians in higher education in California. Some 2,400 Indian students are expected to enroll in the academic year 1972-73, at some 55 or more colleges and universities in California. To serve the special needs of the Indian population, $1,047,500 was allocated for some 19 of these institutions. This figure includes staff salaries for faculty, curriculum development, counseling, recruiting, and financial aids officers. Despite the impressive growth in numbers of Indian students, faculty, support services, curriculum, and budget, though, the total commitment of higher education instituions to the Indian student is not nearly adequate to meet their needs. Topics of discussion include: (1) the Indian student; (2) Budget: what share does the Indian get? (3) Native American Studies; (4) Areas for further research--dropout rate, success of Indian students in relation to Indian-oriented curriculum, skills needed on California Indian reservations, etc.; and (5) 4 appendixes--arriving at the figures, selected statistics, reasons for dropout, and staff totals.

162. Chavers, Dean. New directions in Indian education. Indian Historian, 1975, 8(4), 43-46. EJ130002.

163. Chavis, John; Cash, William L. Considerations in serving black college students on university campuses. Education, 1971, 92(1), 26-28. EJ046365.

164. Cheatham, Harold E. Counseling in black colleges and universities: A profile. Journal of Non-White Concerns in Personnel and Guidance, 1975, 4(1), 16-21. EJ125628.

Various aspects of counseling in black and other American universities and colleges were found to be positively correlated. The author presents a general profile of counseling in black colleges providing information about counselor-client ratio, type of problem handled, salaries received, educational level and duties of counselors.

165. Cherdack, Arthur N. The predictive validity of the Scholastic Aptitude Test for disadvantaged college students enrolled in a special education program. Final report. California University, Los Angeles, 1971. ED051759.

The main objectives of this study were: (1) to determine the degree to which SAT scores and high school grades were effective in predicting the freshman grades of disadvantaged/minority students; (2) to examine the validity of these same predictor variables for subgroups of minority freshmen formed on the basis of sex, ethnic background and "risk" admission status; and (3) to determine if the use of a common white regression equation for minority students either over or underpredicted their actual performance. The data was obtained from 200 minority students enrolled in the 1968 Educational Opportunities Program (EOP) and in the College of Letters and Science (CLS) at 2 University of California campuses. These data were cross validated with findings observed for entering 1969 EOP groups, and randomly selected control populations of over 600 CLS freshmen were added for purposes of comparison. The results showed that the high school average was the best overall predictor of college grades for both minority and white freshmen. SAT-V was a more consistent positive predictor for white than for minority students. Minority and white female SAT-V correlations were generally higher than those for males; and the predictor variables correlated poorer for EOP "risk" groups than for other groups.

166. Chicano Mobile Institutes, 1973-1974. New Mexico Highlands University, Las Vegas, 1974. ED113117.

The Chicano Mobile Institute's (CMI) goal for fiscal year (FY) 1973-74 was to: improve the quality and equality of education and to meet the needs of Chicano students in public and private institutions of higher learning throughout the participating states. Its objectives were to: (1) prepare personnel in higher education who are concerned with the needs of students from low income and ethnically different families; (2) identify and document problem areas affecting Chicanos at the higher education level of the educational process; (3) identify proven and innovative solutions to the problems; and (4) effect the implementation of the proven solutions by decision-making bodies in the educational process. The National Advisory Board for Chicano Mobile Institutes, state coordinators, project director, and staff met at the National Evaluation Conference (held at Ghost Ranch, Abiquiu, New Mexico) to assess and write this final report for CMI FY 1973-74. This final report consists of the individual state report summaries for Arizona, Colorado, Nevada, New Mexico, Texas, and California. These reports are intended to give the most salient recommendations and suggested solutions to the Chicano student's problems which were the actual outcome of the CMI held in each of the respective states.

167. CHOICE -- Indian communities have options in control of education. Bureau of Indian Affairs, Washington, D.C., 1974. ED129508.

Communities have options in control of education (CHOICE) has been developed as a plan of action and a means for American Indian communities to exercise their responsibilities in providing a quality education as defined locally by responsible Indian groups. CHOICE aims to provide for a legitimate Indian voice in all education programs operated by the Bureau of Indian Affairs (BIA) and to help Indian communities provide for each student a program of high quality which will prepare him to make informed choices throughout his life including those instances where the schools are not operated by BIA. CHOICE ties very closely with other Bureau and Federal programs. It provides the tribe or community with options on the kind of education and the delivery system they desire. Among these are: an educational program that respects Indian cultural values; a quality education program for Indian children enrolled in public schools; boarding schools of high quality; adequate financial assistance for undergraduate and graduate college attendance; an effective education program for exceptional children--handicapped and gifted; creative learning experiences for preschool children; adult education; summer activities; education staff who are sensitive and appreciative of the needs and heritage of Indian children and youth; and alternative education programs for Indian youth who are not in school or employed.

168. Church, John G. Report on compensatory education, 1974-75. Draft. California State Department of Education, Sacramento, 1975. ED117220.

Coordination, planning, legislation, parent involvement, handling complaints, applying affirmative action and employment practices, preparation of program guides, contribution to consolidated regulations, preparation of materials for the State Board of Education, and other factors involved in the administration of the compensatory education activities are described in this report. Among the programs and services profiled are management service, professional development in education, reading and mathematics, special incentive projects, follow through, compensatory education in state institutions, community services unit, migrant education, guided school visits, school housing aid, ESEA Title I, and educationally disadvantaged youth program. Programs are described in terms of purpose, participants, objectives, eligibility, authorization, funding level and achievements. Evaluation and pupil achievement of compensatory education are seen to reveal definite evidence of the effectiveness of these projects in all six components of language development, mathematics, auxiliary services, parent participation, community involvement, staff development, and intergroup relations.

169. Clapp, Terry T.; Reid, John C. Institutional selectivity as a predictor of applicant selection and success in medical school. Journal of Medical Education, 1976, 51(10), 850-852. EJ146817.

The results of this study indicate that for accepted students, grade point average (GPA) adjusted by institutional selectivity was considerably more useful than raw GPA, and perhaps as useful for predicting success as Medical College Admissions Test (MCAT) science subscores.

170. Clark, Kenneth B. Segregated schools in New York City. 1963. ED019329. copyrighted.

Testimony was presented before the U.S. Supreme Court which indicated that racial segregation and discrimination damage the personalities of all children. Although this testimony was presented in reference to de jure school segregation, it is reasonable to assume that the same kind of damage is done to those children who attend de factor schools, such as those in the Harlem area in New York City. As the New York City schools become increasingly segregated, evidence accumulates that the educational standards and achievement of negro children are rapidly declining. The problems met by the children in these schools are not primarily those of outright discrimination but rather reflect the more complex and subtle social and psychological problems of segregation, like the fallacious stereotyping of negro children as intellectually limited. If these problems are not successfully resolved, then the gains made by minority groups in employment, higher education, and housing will be meaningless. This article is published in the "Journal of Eductional Sociology", volume 36, number 6, February 1963, p. 245-250.

171. Clark, Richard O. Higher education programs for American Indians. *Journal of American Indian Education*, 1972, *12*(1), 16-20. EJ064433.

Brigham Young University, Fort Lewis College, Northern Arizona University, and Arizona State University were studies in terms of (1) their history and involvement in American Indian education, (2) the size of their Indian student enrollment, and (3) the offering of a bachelor's degree program.

172. Clayton, A. Stafford; and others. Educational policy issues. *Educational Studies*, 1970, *1*(1), 43-52. EJ042257.

173. CLEO: Young lawyers get their day in court (Appalachian applicants wanted). *Appalachia*, 1974, 8(6), 36-45. EJ104728.

Appalachian applicants are wanted for a nationwide program to help capable though disadvantaged students train for legal careers.

174. Cleveland, Bernard. Black studies and higher education. *Phi Delta Kappan*, 1969, *51*(1), 44-46. EJ007743.

175. Clift, Virgil A. Higher education of minority groups in the United States. *Journal of Negro Education*, 1969, *38*(3), 291-302. EJ009055.

176. Clinkscale, Robert L. Problems in planing minority graduates from vocational programs. *Journal of Non-White Concerns in Personnel and Guidance*, 1975, *3*(3), 94-99. EJ120605.

Discusses some of the problems encountered in getting minority students into vocational programs and then in placing them. Considers the role career placement services should play.

177. Cobb, Jewel Plummer, Ed.; McDew, Carolyn, Ed. The morning after--a retrospective view of a select number of colleges and universities with increased black student enrollment in the past five years. Report of a conference at the University of Connecticut, Storrs, April 30, 1973. 1974. ED101599.

In the spring of 1973, some six years after the 1967 riots and demonstrations, it was thought important to assess what the university/college has done in the past five years since black student numbers have markedly increased. It was decided to have a retrospective look at the nature of higher education's response. Therefore, a conference was organized of a selected number of New England colleges and universities that had a marked increase in their enrollment of black students since 1967. This monograph is the report of that conference, being selective rather than exhaustive in terms of institutions reporting. Several recurring facts emerged during the conference: (1) the criteria now used for predicting the capacities of black college applicants are inconclusive; (2) there is a wide variation in percent of black college enrollment from school to school; (3) the percentage of attrition is low for black students when compared to the national figures; (4) supportive pre-freshmen and ongoing academic programs geared especially to help minority students have been very successful; (5) aggressive and frank counseling can best be done by black adults with less risk of lack of trust by the black students, and (6) on every campus there is a dearth of black adult role models.

178. Cohen, Barry M.; Etheredge, Jack M. Recruiting's main ingredient. Journal of College Placement, 1975, 35(2), 75-77. EJ112270.

Recruitment is discussed in relation to the fact that few individuals understand the behavioral aspects of the college recruitment interview.

179. Cohler, Milton J.; and others. Contemporary American history--a tentative program for the secondary schools. Chicago Board of Education, Chicago, IL, 1961. ED001896.

Eight chapters -- public opinion, relationship between city, state and federal government, diverse groups, defense and international relations, general welfare, role of education, and human and natural resources -- comprise the curriculum guide. Each chapter gives an outline of the material as a teaching guide and offers suggested learning experiences. It concludes with a bibliography on each topic.

180. Cole, Nancy S.; Hanson, Gary R. Racial-ethnic bias in selective college admissions. Paper presented at American Educational Research Association Annual Meeting (New Orleans, Louisiana, 1973), 1973. ED081309.

The most commonly-used procedure in selective college admissions involves selecting students on the basis of predicted college grades computed from the regression of college grades on test scores and high school grades. Minority students have usually fared poorly in the selective admissions process and, consequently, the possibility of bias on selective admission procedures is apparent. The authors examine the six different ideas of bias in selection, analyze data from racial-ethnic minority students and majority students from 35 colleges, and discuss the implications of their study. The results indicate that models of bias with theoretical differences yield practical differences when applied to selective college admissions. The different value judgments the models enforce is of great importance to those implementing selection procedure since the choice of procedure in most cases dramatically affects the judgments of fairness or bias. College admissions personnel should give consideration to the relation of selection procedures to the values and goals of their colleges.

181. Coles, Robert. The words and music of social change. Daedalus, 1969, 98(3), 684-698. EJ016560.

Incidents leading to social change are discussed.

182. College entrance examination board state scholarship programs. Compact, 1969, 3(5), 34-35. EJ010724.

Scholarship programs are offered by 17 states and at least 13 offer a student loan assistance program.

183. College plans of high school seniors: October 1974. Current population reports. Population characteristics. Series P-20, No. 284. Bureau of the Census, Suitland, Maryland, 1975. 1975. ED112801.

Statistical tables are presented on college and vocational school plans of high school seniors by their sex, race, region of residence, metropolitan residence, education and occupation of family head, and family income. The survey taken early in the senior school year indicates intentions for further study. The current sample is spread over 461 areas comprising 923 counties and independent cities with coverage in each of the 50 states and the District of Columbia. Many students appear unsure of their future plans: about 27 percent of the high school seniors said they may enter college and 44 percent said they definitely planned to go to college. Although the proportion of male high school seniors planning for college declined somewhat, there was no corresponding increase among them in plans for vocational-technical school enrollment. Female high school seniors were more certain of their college plans than were the men. There was some evidence that black high school seniors were less likely to make definite plans for entering college.

184. College presidents and minority students. Integrated Education, 1974, 12 (1-2), 41-44. EJ098761.

Presidents of three Michigan universities are interviewed on their reflections on their universities, their students and their role in minority achievement in an article reprinted from the Detroit Free Press.

185. Collins, Janet; Nickel, K.N. The paradox of prejudice. College Student Journal, 1976, 10(2), 107-112. EJ142694.

Ethnic prejudice, particularly against blacks, is most pervasive and is not perceived by whites. The conditioning of whites into a superiority/inferiority syndrome for over 300 years has resulted in psychological and physical damage to discriminatees and discriminators. Concerted efforts must be mounted to overcome this.

186. Collins, O.R. A profile of minority graduate students at the University of California, Berkeley: Recruitment, selection, fields of study and financial support. Paper presented at the annual meeting of the American Educational Research Association (Chicago, April 15-19, 1974), 1974. ED090851.

This paper presents a profile of minority graduate students at the University of California, Berkeley. Following a brief overview of Berkeley's Graduate Minority Program (GMP), data is presented concerning the number of GMP students supported; available funds and average grants for students from 1968-69 to 1973-74; distribution of GMP students according to ethnicity from 1971-72 to 1973-74; registered minority graduate students, 1973-74; distribution of all registered minority students according to fields of study, Fall 1973; distribution of GMP students according to fields of study, Fall, 1973; and distribution of 500 GMP students according to degree objective and number of years enrolled, 1973-74. The University's response to the needs of the minority student are reviewed in light of recruitment, selection, fields of study, and financial support.

187. Colquit, Jesse L. The black student's quest for identity and self determination. College Student Journal, 1976, 10(2), 103-106. EJ142693.

The rising expectations and aspirations of black students in their quest for identity and self determination have given rise to their rejection of the dominant culture's definition of the black man. Top priorities as perceived by blacks in legitimizing their manhood are presented.

188. Colston, James A. Minority programs in higher education: Alternatives to the revolving door. Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (56th, Washington, D.C., March 17-19, 1976), 1976. ED125711.

National Project II: Alternative to the Revolving Door is a project designed to evaluate and refine existing programs for low-achievers. Under sponsorship of the Fund for the Advancement of Postsecondary Education, the project was opened to postsecondary institutions throughout the country which felt they were doing a commendable job of meeting the needs of disadvantaged students. Of the 225 institutions applying to the Fund under the program, only ten were selected as having developed an exemplary open door program. The selected institutions included four two-year colleges: Bronx Community College (Bronx, N.Y.), Oscar-Rose Community College (Midwest City, Oklahoma), Southeastern Community College (Whiteville, NC), and Staten Island Community College (Staten Island, NY). This report describes the exemplary programs at these four two-year colleges. It reports on the kinds of remediation courses offered, the administrative organization of the program, the enrollment capabilities, methods of staffing, sources of funding, and the evidences of program success.

189. Comer, Roger A.; Lahne, Herbert J. Admission and apprenticeship in the building trades unions. Labor-Management Services Administration, Washington, D.C., 1971. ED072233.

Concerned with the problems of low representation of minority groups in the craft unions in the building trades, this study examined the journeymen admission policies of 17 national craft unions and 98 local affiliates as provided in their national and local constitutions and in their national and local apprenticeship standards under the program of the Bureau of Apprenticeship and Training. Several court cases which have dealt with this problem under Title VII of the Civil Rights Act of 1964 have also been analyzed. Some conclusions were: (1) National unions appear to exercise a great deal of constitutional control over local union practice as far as qualifications for admission as a journeyman are concerned, (2) The union constitutions, both national and local, provide very little information on qualifications for apprenticeships, (3) Local unions have more autonomy in establishing their apprenticeship requirements than they do in establishing the qualifications for journeyman membership, and (4) The Federal Courts have set aside admission and apprenticeship requirements which have been discriminatory and have decreed that all such requirements must be objective in character and nondiscriminatory. A listing of the unions and tables containing comparative data on admission requirements are appended.

190. Composite profile of a Los Angeles City 1973 high school graduate. Report no. 349. Los Angeles City Schools, California, 1975. ED118605.

The third and final phase of the examination of the 1973 graduates of the Los Angeles Unified School District are presented. Secondary school records were examined in relationship to the graduates' sex, the socioeconomic background of the school of graduation, and the post-high school experience of the graduates. Nearly all the data in this study were derived from the secondary school cumulative records of the graduates. The study was limited to graduates who responded to a followup questionnaire sent to them in may 1974. Findings indicated that the typical graduate of Los Angeles senior high schools: (1) was 17 years and 11 months of age; (2) had senior high school grade-point average of 2.71 (B-); (3) had an intelligence quotiant of 98.1; (4) had a reading score on a standardized test that placed the graduate at the 45th percentile on national norms; (5) had a mathematics score on a standardized test that placed the graduate at the 44th percentile on national norms; (6) had a 47% chance of completing an academic course of study; (7) had a 78% chance of entering the Los Angeles Unified School District during his elementary school years (grades 1-6); (8) had an 89% chance of spending his entire senior high school career in one school; and (9) had a 63% chance of being enrolled in a four-year or a community college one year after graduation. Tables provide comparative data.

191. Comparative strategies of the black and "Chicano" movements in achieving economic and social justice. Paper presented at the Annual Meeting of the World Population Society Western Region (Long Beach, California, January 1976), 1976. ED117779.

Frequently references to spokesmen and issues of the Chicano movement for social and economic equality refer to prior experiences of the black American mass social movement. Through examining both mass social movements, it becomes obvious that exact comparisons are misleading. Numerous similarities in economic, social, and political suppression and exploitation have been experiences by both movements; but significant differences between the two movements make such comparisons inaccurate and misleading. First, linguistic and cultural differences are pronounced; second, different attitudes exist toward family structure and responsibilities; third, differences in attitudes of society in general have resulted largely from the historical distinction between a "conquered" people and a "captured" or "kidnapped" people. Effects of these differences justify unique remedies rather than merely adapting those techniques used to resolve black American needs as solutions to resolve Chicano economic and social needs.

192. Conference on building blocks to success. Ohio State Board of Education, Columbus, 1971. ED058369.

This document reproduces several papers that were delivered at the Ohio Department of Education's statewide ESEA Title I conference 1971, the theme of which was "Building Blocks to Success"; this typifies how Ohio school administrators and teachers have designed Title I programs to help educationally disadvantaged children experience success in academic and behavioral growth. The papers include: "Through the eyes of children", Robert L. Sinclair; "Parent-advisory councils: Link or threat to schools", Richard A. Huston; "Catch a skylark while he sings", Bill Mastin, Jr.; "Involving parents in the learning process", Mildred B. Smith; "Accountability--Title I, E.S.E.A.", Richard L. Fairley; "The National Scene", Hon. John Brademas; "Administrator's role in Title I", Harold H. Eibling; and "Compensatory education--its influence on education generally", Ruben A. Burton.

193. Connolly, Patrick R. The perception of personal space among black and white Americans. Central States Speech Journal, 1975, 26(1), 21-28. EJ127524.

Investigates various ethnic interpretations of appropriate distances for interaction.

194. A contract to encourage full utilization of educational talent. Final report 1968-1969. New Mexico Council for the Development of Educational Talent, Las Vegas, 1969. ED048951.

Goals of the New Mexico Educational Talent Project--funded under Title III of the Elementary and Secondary Education Act--are (1) to identify qualified secondary school students at the 11th grade or earlier and assist them in completing their high school education,

(2) to encourage an increasing number of high school students to select a teaching career, (3) to identify potential high school dropouts, (4) to encourage collegiate dropouts to return to school, (5) to encourage high school graduates with high academic potential to attempt post-secondary education, (6) to provide sustained counseling efforts with Indian and rural youth to encourage them to seek additional education, and (7) to develop effective ways for improving communication between college students, college staffs, and administration. During 1968-69, a coordinator and 4 field representatives contacted 162,769 persons (including groups presentations). Referrals (777) received during the year were principally from school personnel and the Welfare Department personnel. When referred, 60% were high school dropouts; and 8.5% comprised the remainder of the referrals. Although student action in the fall is difficult to predict, it is estimated that 33% will enroll in college, 7.5% will attend vocational-technical schools, and 7.5% will take miscellaneous action.

195. Coombs, Madison. The Indian student is not low man on the totem pole. Journal of American Indian Education, 1970, 9(3), 1-9. EJ023323.

196. Coombs, Orde. The necessity of excellence. I. Nairobi College. Change, 1973, 5(3), 38-44. EJ075387.

The first of a series of reports on black higher education in America.

197. Coombs, Orde. The necessity of excellence. II. Barber-Scotia College. Change, 1973, 5(4), 38-42. EJ078544.

Describes Barber-Scotia College, a small, all-black private school in Concord, North Carolina.

198. Coombs, Orde. The necessity of Excellence. Jackson State College. Change, 1973, 5(8), 34-39. EJ084811.

Traces the history of Mississippi's Jackson State College through the eyes of two presidents who have significantly shaped it and offers a plea to black students to respect the struggle of their ancestors by seriously studying and challenging their intellects.

199. Coombs, Orde. The necessity of Excellence. Making it at Yale. Change, 1973, 5(5), 49-54. EJ078517.

The author talks with black undergraduates who discuss their lives at Yale University.

200. Coordination needed in the award of financial aid to Indian students. Report to the Senate Committee on Interior and Insular Affairs by the Comptroller General of the United States, September 8, 1975. Comptroller of the U.S., Washington, D.C. 1975. ED116837.

In order to determine the policies and procedures for developing American Indian students' financial aid packages, records and officials were surveyed from the Office of Education (OE), the Bureau of

Indian Affairs (BIA) Indian Education Resources Center, 4 Department of Health, Education, and Welfare regional offices; 6 BIA area offices, 5 state financial associations, and 3 institutions of higher learning (this included 129 randomly selected Indian and 102 non-Indian student aid packages for fiscal year 1974-75). BIA data indicated that for 1973 about 13,600 Indian students had received BIA grants and 64 colleges and universities had enrolled 25 or more Indian students with BIA grants. Findings indicated that the OE and BIA philosophies of awarding financial aid to Indians conflicted, for the BIA's operation manual stipulated that scholarship funds should be supplemental, while OE regulations did not require aid officers to disregard available BIA scholarships when determining student financial needs. Other actions which reduced OE assistance were: (1) BIA educational specialists who disregarded the supplementary philosophy; (2) late applicantions from Indian students; (3) the use of BIA grant funds to supplant loans and work-study funds. It was recommended that the BIA make its policy well known and take action to see that Indian students make applications on time.

201. Corbin, Richard. A program for the potentially-gifted disadvantaged: A progress report. The English Record, 1968, 19(1), 42-46. ED030649.

Schools must attempt to identify and develop those gifted young people who, because of environment and background, are faced with limited opportunities for achievement. At Hunter College High School, New York City, a program was instituted in which "disadvantaged, but potentially gifted" students made up 25% of each entering seventh-grade class. Identified largely by subjective means, the students attended a required special summer orientation program but, once admitted, they became an integral part of the student body, receiving no special treatment as a group. The first-year attrition rate proved high, but the number of dropouts decreased as selection techniques improved and as faculty and students matured in dealing with the special problems of the program. Tasks not yet completed in the program include (1) incorporating in the reading program material of literary distinction that relates to students with ghetto backgrounds, (2) deciding on the meaning and importance of grades for "intellectually gifted" secondary students, and (3) developing techniques for giving needed supplementary help to special students without setting them apart. If gifted disadvantaged students are not adequately educated, many potentially valuable members of society will be lost.

202. Corlett, Donna. Communication opens the door of reading improvement. College Student Journal, 1973, 7(3), 94-96. EJ087548.

Elaborates some of the communication techniques used in a reading laboratory for minority college students who have educational lags in their reading skills. The combination of improved classroom communication and effective reading practice have resulted in special success in reading achievement at the University of Portland, Portland, Oregon.

203. Corpin, Owen D. Development of a model for minority recruitment at the United States Naval Academy. Naval Academy, Annapolis, Maryland, 1974. ED100219. copyrighted.

The study proposed a recruiting model, which is a coordinated and integrated recruiting effort employing the professional aid of the National Urban League and an expanded minority recruiting staff at the Naval Academy. The model aims to promote interest in the Academy's professional naval education among the black urban community. It is hoped this will effect a substantial increase in the number of qualified blacks attending the Naval Academy.

204. Costa, Richard Hauer. College classrooms: The mute rebellion. College English, 1970, 3(7), 682-684. EJ021582.

205. Cottle, Thomas J. Billy Kowalski goes to college. Change, 1971, 3(2), 36-42. EJ038992.

The arrival of a new kind of college student - the disadvantaged - will permanently change the face of our campuses.

206. Cottle, Thomas J. Run to freedom: Chicanos and higher education. Change, 1972, 4(1), 34-41. EJ054964.

207. Council, Kathryn A. Graduation and attrition of black students at North Carolina State University. North Carolina State University, Raleigh, 1974. ED130588.

The graduation and attrition patterns of black students at North Carolina State University are reported in an effort to provide data pertinent to minority students. Black students were identified after 1969 by means of an ethnic card completed during the registration porcess. The report is based on all black students (N=80) who entered NCSU as new freshmen in the fall of 1969 and 1970. Verbal and math scores from the Scholastic Aptitude Tests, coverted high school rank, and grade-point average (GPA) at the end of the first academic year were collected for each student. By using the prediction equations in effect during this year of application, a predicted grade-average was computed for each student according to the school he entered. Grade reports were reviewed to determine whether a student had been suspended, withdrew, graduated, or whether he was still enrolled from the time of entry through the spring of 1974. The report shows that SAT and high school rank, when used along, were not good predictors of performance for this group. When used together in certain combinations to form the predicted grade average, their ability to indicate success was improved. First year GPA appears to be a good measure of eventual success for black students. In fact, black students in this study had a probability of graduation that was at least as high as other students with the same first-year GPA.

208. Covelo Indian Community Career Development Program. End of year report, April 1, 1975-June 30, 1975. Covelo Indian Community, California, 1975. ED116841.

Describing the initial implementation period (April 1-June 30,

1975) of the Covelo Indian Community's Career Development Program, this report presents: (1) the Director's Report which deals with implementation delays, revised time frames, contracts for personnel, the new site, the board of directors, record keeping, testing instruments, charts, extra service highlights (services to college-bound students), the development center as a training center, and the cooperation between the Bureau of Indian Affairs' Area Offices and the community; (2) the Coordinator's Report (a brief summary of the coordinator's activities with particular reference to hiring of the director); (3) the Liaison Counselor's Report on the multimedia center, tutorial questionnaires, and financial aid application and community service report instruments); (4) the Detailed Interim Process Evaluation Report of Project Activities which addresses the administration component, counseling, career education, higher education, adult education, adult vocational training, and job placement. Generally commending the community involvement in the project, the evaluator's report recommends that energies be directed toward those areas of the project which are behind schedule. Appendices are attached and include: (1) Status Repott, June 10, 1975; (2) Council Verifications; (3) Director's Monthly Reports; and (4) Instruments and Forms.

209. Cragan, John F. Rhetorical strategy: A dramatistic interpretation and application. Central States Speech Journal, 1975, 26(1), 4-11. EJ127523.

Explains the dramatistic method of interpreting public communications and applies it in analyzing the discourse surrounding the Indian occupation of the Bureau of Indian Affairs building in the fall of 1972.

210. Craig, Bruce M. Implications of National Institute of Education policies and programs for educational technology. National Institute of Education, Washington, D.C., 1973. ED074761.

Background on the creation, governance, program development, and planning of the new National Institute of Education (NIE) are provided in this speech. Summary descriptions of NIE's plans for basic research, research and development and utilization systems, and programmatic research and development. The latter category is NIE's major concentration at present and specific programs include investigations of the relationship between learning and work, school initiated experiments, curriculum development, management, post-secondary, early education, and minority concerns.

211. Cramer, Stanley H.; Stevic, Richard R. A review of the 1969-70 literature: Research on the transition from high school to college. College Board Review, 1970, 78, 22-28. EJ030945.

Counselors appear to be "valuing" in recommendations they pass on to colleges in what they do and do not include.

212. Cramer, Stanley H.; Stevic, Richard R. A review of the 1970-71 literature: Research on the transition from high school to college. College Board Review, 1971, 81, 32-38. EJ045009.

213. Cramer, Stanley H.; Stevic, Richard R. A review of the 1971-72 literature: Research on the transition from high school to college. College Board Review, 1972, 85, 32-38. EJ065399.

Discussion of 2 themes, the minority student and special programs, comprise the bulk of this review.

214. A creative approach to special staffing problems: Staffing for better schools under Title I. Educational Service Bureau, Inc., Washington, D.C., 1970. ED054545. copyrighted.

This document provides case histories that illustrate school district accomplishments in utilizing Title I funds for improving the educational quality of economically and educationally disadvantaged children. The focus is on staff quality and utilization, and the case histories provide a source of ideas for local school districts who wish to inaugurate projects in their own systems to improve the quality of their teaching staffs. Ideas are presented for recruiting, training, and utilizing teaching aides -- either paid or volunteer -- to extend the arms of the professional teaching staff and to develop new methods of productive ties with the community. In addition, more effective teacher training programs are described, and the success of child-to-child tutoring is documented.

215. Crew, Louie. Wrenched black tongues: Democratizing English. College Composition and Communication, 1974, 25(1), 42-45. EJ091200.

Describes an exercise in which black college students composed sentences saying "White is ugly" and "Black is beautiful" without using those words. Presents some of the sentences and discusses the inherent biases in the English language.

216. Crim, Roger D. Extended school year programs: The effects on achievement and other phases of student's lives. 1974. ED105635.

Reasons for the present emphasis on all-year operation of schools differ from those prevailing 30-40 years ago. During the depression emphasis was on economy. Recently, a more sensible reason for an extended school year is coming into focus--the year-round school has educational value. It is not just something to be considered in order to save money, though that certainly is one of the criteria. The year-round operation of the public schools is necessary for meeting the educational needs of an urban society. After a lengthy review of the research on and practice with the extended school year, the author presents extensive findings in favor of the extended school year. He addresses such areas of concern as academic achievement, remedial programs, graduation rates, mental health, student maturity, student social needs, handicapped children, and college admission.

217. Croft, Don B. Predictors of success in college for low prior educational attainment multicultural students. New Mexico State University, Las Cruces, 1976. ED129486.

The study identified variables contributing to success in college for low prior educational attainment students.from differing cultural backgrounds; described the nature and operation of COPE (College Opportunity Programs for Enrichment); described the background characteristics of the COPE students; compared the COPE students' attitudes toward education and careers with those of other students with similar background characteristics; and examined the predictors of college success for three groups of students--COPE, education, and vocational education students. The sample included 256 COPE, 169 education, and 143 vocational education students. Current college grade point average was used to measure college performance. Two self-report instruments were administered to the students: Holland's "Self-directed Search" (SDS) measured their career interests and "Career Education Description Questionnaire" (CEDQ), developed specifically for this study, measured their attitudes toward education, background characteristics, and career interests. Findings included: current attitudes toward education and careers were an important contributor to college success; and COPE students were creative and inventive students. Appendices include a review of literature dealing with vocational interests, success in college, and Spanish-speaking cultural values; and discussions of CEDQ's development, the SDS Hexagonal Model as used with COPE students, and the students' reactions to the SDS Booklet.

218. Cross cultural communication: Implications for language and ethnic studies. Massachusetts University, Amherst, 1975. ED130547.

The theme of this conference was the reality of the multicultural society and the role of educational institutions in utilizing its resources. The conference brought together people engaged in developing the field of cross-cultural communication. These people included panelists from different disciplines and different cultures and specialists in inter-cultural communication; bilingual education, media, community programs involving ethnic groups, and related interests. Speakers included the following: W.E. Lambert on "The Changing Role of Language Programs and Teachers"; S. Tjitendero on "The Intercultural Communication Workshop as a Vehicle for Culture Learning and Communication Skills Training"; C. Clason on "What is Bilingualism"; C. Stetler and A. Gillespie on "The Utilization of Cross-Cultural Experiences for Learning"; and J. Bostain on "Future Directions of Language Programs".

219. Crowson, Robert L. The politics of implementing state grant-in-aid laws: The Michigan Compensatory Education experience. Paper presented at American Educational Research Association Annual Meeting (60th, Washington, D.C., March 31-April 4, 1975), 1975. ED102668.

In 1968, Michigan began a special program of state-aid grants to local school districts for the education of disadvantaged children. Provisions of the original Michigan statute were rather vague, and the State department of education was given considerable discretion in implementing and administering the program. Many of the rules developed by the State were quite innovative, such as an accountability provision first proposed in 1971. However, political pressures forced constant revision of the administrative rules and precedures developed by the State so that the compensatory education program underwent a gradual metamorphosis. In practice, administration of the program was negotiated between the State department of education and local school districts, and administrative decisions invariably reflected the compromise between State and local interests. As a result, many of the department's more innovative policies, including the controversial accountability provision, were never actually put into practice.

220. Cuban, Larry. Reform by fiat: The Clark Plan in Washington, 1970-1972. *Urban Education*, 1974, *9*(1), 8-34. EJ101857.

The design, implementation, and eventual failure of a system-wide, long-term comprehensive reform of the Washington, D.C. elementary and junior high schools to improve academic achievement among black students is explored in depth. The struggle for control over policy making and the opposition of teachers' unions and community groups were key factors in its demise.

221. Curtis, James L. Minority student success and failure with the National Intern and Resident Matching Program. *Journal of Medical Education*, 1975, *50*(6), 563-570. EJ119659.

Ninety percent of those in the sample reported here were successful in obtaining the more desireable teaching internships in the United States.

222. The Cutting edge: The first National Conference on Special Emerging Programs in Higher Education. 1973. ED127383.

The National Conference on Special Emerging Programs in Higher Education focused on (1) Support Programs for Culturally Different Students; (2) Environmental Studies, and (3) Ethnic Studies. The specific objectives were: (1) to examine the impact of Special Programs on higher education, to include the degree of impact which these programs exert on surrounding communities; (2) to stimulate interest in, and an awareness of, contributions made by Special Programs in higher education; (3) to explore current trends in program funding and the future outlook for Special Programs; (4) to discuss crucial problem areas such as: (a) funding and budgetary constrains, (b) how special programs might become permanent parts of the university structure; (5) to share experiences which would facilitate communication between similar programs; and (6) to consider the promotion of a professional Society of Ethnic and Special Studies personnel. All the conference goals were obtained, culminating in the formation of the Society of Ethnic and Special Studies that will assist in conference planning and promoting the interest of Special Programs on a nation-wide basis.

223. Daniel, Jack L. Black folk and speech education. *Speech Teacher*, 1970, *19*(2), 123-129. EJ017134.

Describes a college-level speech education program relevant for black students.

224. Datagram: Medical student enrollment, 1971-72 through 1975-76. Journal of Medical Education; 1976, 51(2), 140-141. EJ132841.

Reports 55,818 enrolled in 114 U.S. medical schools in 1975-76, 28 percent women and minority groups, according to the annual survey of the Association of American Medical Colleges. Tables contain totals for first-year students and total students for each of the past five years for men and women, minority and foreign students.

225. Davids, Dorothy Winona. An analysis of the State Department of Public Instruction reports to the Federal Government relative to Wisconsin Indian high school dropouts. Seminar paper presented to the Graduate School, University of Wisconsin-Milwaukee, 1963. ED070537.

The purpose of this study was to determine whether the American Indian high school dropout rate in Wisconsin was more serious than that suggested by the 1961-62 state report to the Federal government. The nation reported a dropout rate of approximately 33%; the Bureau of Indian Affairs reported a 60% dropout rate for the general Indian high school population. These dropout rates were based on longitudinal studies and in all cases the trend was either increasing or stabilizing. A longitudinal analysis of 4 classes was made, and 4 state reports were examined. The results of this study suggested that the dropout rate of Wisconsin Indian high school students was increasing rather than decreasing. The dropout rate appeared to be increasing in the larger high schools adjacent to the Chippewa, Oneida, and Menominee Indian groups. It was concluded that the greatest percentage of dropouts generally occurred between the 10th and 11th grades and that the 10 high schools having the largest Indian population generally are losing their holding power on Wisconsin Indian youth. The 8 recommendations include that more studies of the Indian high school dropout problem be initiated by high schools adjacent to reservations, that the curriculum be broadened, that alternative teaching methods be employed, and that guidance and counseling personnel become aware of the Indian view of life.

226. Davis, Dick. One solution to the inner-city attendance problem. Phi Delta Kappan, 1975, 56(8), 560. EJ115823.

Describes a process and a structure that reduced absenteeism in an inner-city school.

227. Davis, Everett E.; Evans, John T. Placement rates for Spanish sur-named students. Journal of College Placement, 1976, 36(4), 59-60. EJ141037.

A survey of graduates supplied the necessary data on the hiring rates of Mexican-American students for one southwestern university.

228. Davis, Joseph S. The effect of an enriched summer program and prior experience with white persons on academic success of incoming black students and the continuing effects in the following semester. Final report. Missouri University, Columbia, 1973. ED095244.

This study was an attempt to determine if Black educationally and economically disadvantaged freshman students could increase their likelihood of success in college through an enriched summer program and if their prior experience with White persons had any effect on the attainment of these goals. Sixty seven socio-economically disadvantaged Black students with reasonable potential for college work began their collegiate education by participating in a summer experimental program at the University of Missour-Columbia. The project students were assigned into two groups--experimental (E) and control (C). Both groups enrolled in two lecture courses, but the experimental group was also assigned daily laboratory sections in each course. Half of Group E consisted of subjects with high exposure to Whites, and half consisted of those with lower prior exposure. Findings indicated that for the total group, experimental treatment did not make a difference in so far as the number of students who dropped out, or in grade point averages earned during the summer session and fall semester. There was no effect on GPA of students with high prior exposure to Whites. However, there was a negative effect on Black females with lower prior exposure to Whites and a positive effect on Black males with low prior exposure, on GPA.

229. Davis, Junius A.; and others. The impact of special services programs in higher education for "Disadvantaged" students. Educational Testing Service, Princeton, NJ, 1975. ED112790

The Higher Education Amendment of 1968 provided for support services on college and university campuses to facilitate the progress of disadvantaged young people (from families within the national poverty criteria or the physically handicapped). Three years later an evaluation of the special service programs (typically including specially staffed activities such as counseling, tutoring, remedial study, and ethnic identity activities) was conducted to determine effects of students' progress, satisfaction, and perceptions. Methodology included review of the literature, census of institutions, and collection of questionnaire and interview data from program directors and students. The interview data was obtained from a national sample selected from the 190 projects, involving more than 50,000 students, which were in operation in the 1971-1972 school year. Major conclusions are there is no evidence that availability of or participation in support services systematically improves performance and satisfaction than do supporting services; in understanding behavior and attitude, race is more critical than poverty or physical handicaps; and forces to equalize opportunity seem to be working better for poor whites and blacks than for poor Orientals, Mexican Americans, Puerto Ricans, Native Americans, or other ethnic minorities.

230. Davis, Junius A.; Temp, George. Is the SAT biased against black students? College Board Review, 1971, 81, 4-9. EJ045258.

Admissions practices no longer can be determined solely by test results and prediction procedures; instead separate preadmissions indices for black and white students must be developed.

231. Davis, Richard H. Compensatory education - a calculated cop-out. Speech given before the Annual Convention of the Wisconsin Association of Collegiate Registrars and Admissions Officers, October 16, 1970. ED047060.

As long as new programs based upon the compensatory model are advocated, and demands are made that the participants change to fit the programs, members of minority cultures will suffer. Suitable alternates to existing school admissions criteria would stop defining students in terms of deficiencies, instead focusing upon the positive aspects of each student's experiences and integrating them into the curriculum. Admissions standards would be free of any taint of middle-class superiority. They would accept cultural diversity. They would respect the community's aspirations, priorities, and values and would make the resources of the university available to minority individuals and communities, assisting them to develop positive solutions to their particular problems. They would contain no "a priori" assumptions about what skills are necessary to meet the needs of those minority communities. The author states that compensatory education is wrong, both morally and practically--morally, because it destroys children and cultures for no justifiable reason, and practically, because it wastes the potential productivity of talented people who are alienated by an inadequate educational system.

232. Davis, William G.; Welty, Gordon A. The old system and the new college students. American College Personnel Association; Oberlin College, Ohio; Princeton University, NJ. 1970. ED038707.

A combination of events have moved various colleges and universities to grant admissions to minority group students. With this change, problems have developed: Mainly that of admissions criteria as related to academic achievement. The trend has become, therefore, toward either random selection or an open door policy. No matter what the process of selection may be, if black students differ socially and culturally from traditional students, they will continue to have difficulties once admitted to a traditional collegiate program. Therefore, if new criteria can be developed to select those who have the greatest chance to succeed in the hostile environment, chances for academic success would increase. Oberlin College has set about developing such criteria. They interviewed black applicants and in addition to regular admissions criteria, the students were rated on "hipness". This concept includes competitiveness, high motivation, and self reliance. A total of three groups were admitted: 18 were not "hip" but met regular criteria; 14 were both "hip" and met regular criteria; and seven were "hip" but did not meet regular criteria. At the end of the first semester, there was no appreciable difference in the distribution of grade point average between the three groups.

233. Davison, Richard L. Fall 1974 enrollments. North Dakota Instituions of higher education. North Dakota Higher Education Facilities Commission, Bismarck, 1975. ED105790.

Included in this publication are the enrollment data supplied to the North Dakota Higher Education Facilities Commission for utilization by institutions of postsecondary education, policy formulation boards, executive and legislative branches of state government and the general public. Tables presented include: headcount enrollment; full-time equivalent enrollment of part-time students; headcount nonresident undergraduate enrollments by state; total institutional enrollment by county of residence; headcount enrollments by race; headcount of majors by degrees; and total student credit hours produced by departments. Also included is a list of definitions and abbreviations in this document.

234. DeCosmo, Richard. Admissions, academic policy, and external relations. Peabody Journal of Education, 1976, 53(3), 148-150. EJ143906.

The author questions the compatibility of admissions criteria and academic policy on the one hand, and the goal of encouraging the entire community to partake of educational opportunities in community colleges on the other hand.

235. Deloria, Vine, Jr., Ed. Indian education confronts the seventies. Five volumes, Volume III: Special program considerations. American Indian Resource Associates, Ohlala, S. Dakota, 1974. ED113074.

As the third volume in a five volume series of position papers on American Indian education, this publication presents eleven position papers on special programs. Papers are titles as follows: (1) "A Vision: The Warrior-Scholar-Community Activist, The End Product of Indian Studies"; (2) "The Relation of Indian Studies to the University Structure"; (3) "The Importance of Indian Studies to Interracial Understanding"; (4) "Vocational and Technical Education Training Model for Indian Groups"; (5) "An Indian View of Vocational-Technical Education"; (6) "The Need for Consumer Education Among Indians"; (7) and (8) "Training Needs of Indian Parent Advisory Committees" (two different articles on the same topic); (9) "Health Education"; (10) and (11) "A Varition Plan for Indian Communities". A major theme running throughout these papers is that of Indian control of Indian destiny as relative to all aspects of Indian education. Major consideration is also given to the importance of the relationship between economic development and educational development in the various Indian communities (urban, rural, reservation, etc.)

236. Deloria, Vine, Jr., Ed. Indian education confronts the seventies. Five volumes, Volume No. IV: Technical problems in Indian education.. American Indian Resource Associates; Oglala, S. Dakota; Navajo Community College, Tsaile, Arizona. 1974. ED113084.

As the fourth volume in a five-volume series of position papers on Indian education, this publication presents seven papers relative to the technicalities of the financial, political, and legislative problems of Indian education. Papers are titles as follows: (1) "State Responsibilities for American Indians--Minnesota" (the question of Federal versus State funding); (2) "State Responsibilities for American Indians--Texas (the success of the Tigua Indians of El Paso, Texas in gaining State support); (3) "Jurisdictional Problems of Indian Controlled Schools" (the problem of providing Indian people with the monetary, informational, and manpower resources to secure effective control of Indian schools); (4) "Public School Financing Considerations for American Indian Education" (numerous educational finance models are presented); (5) "Federal Financing of Indian

Education"; (6) "Sources of Financial Aid for American Indian Students"; (7) "Federal Treaty Responsibilities for Indian Education".

237. Deloria, Vine, Jr., Ed. Indian education confronts the seventies. Five volumes, volume V: Future concerns. American Indian Resource Associates, Oglala, S. Dakota; Navajo Community College, Tsaile, Arizona, 1974. ED113092.

As the fifth volume in a five-volume series of position papers on Indian education, this publication presents six papers relative to future concerns in Indian education. Papers are titles as follows: (1) "Bilingual and Bicultural Education for American Indians"; (2) "Indian Community Colleges"; (3) "The Need for Education Programs for American Indians in Prison"; (4) "New Potentials for Modern Indian Economic Development"; (5) "Education and the Urban Indian" and (6) "Long and Short Range Goals for Indian Education".

238. Deloria, Vine, Jr. Legislative analysis of the federal role in Indian education. Office of Education, Washington, D.C., 1975. ED113114.

This paper presents: (1) a chronology of the Federal-Indian relationship; (2) an analysis of treaty responsibility for education of Indians; (3) a chronology of delegation of legal responsibility of the U.S. to government departments and agencies; and (4) interpretation of the legal responsibility of the Federal government in the field of Indian education. Some historical developments which were relevant in determining the Federal government's legal obligations in Indian education are traced. Discussion of the development of Federal policy in the field of Indian affairs deals specifically with the gradual merger of 2 different forms of obligations--treaty rights and the general concern for Indian welfare as seen in statutory law.

239. de los Santos, Gilberto. An operational model for bilingual education. Paper presented at the Symposium on Bilingual/Bicultural Education: Effects on the Language, Individual and Society (El Paso, Texas, June 12-14, 1975). ED108819.

Over 1,100 community and junior colleges are currently enrolling students in the United States. In Arizona, California, Texas, New Mexico, and Colorado where the proportion of the population is about 20 percent Spanish speaking, there are about 210 two-year colleges. Studies indicate that 75 percent of all mexican Americans attending post-secondary education are enrolled in community colleges. In 1971, there were 121,897 students enrolled in Texas community colleges; of these, 17893 (14.6 percent) were Mexican Americans. Yet, few 2-year colleges report any significant progress in bilingual-bicultural education. The El Paso Community College is one of the few which has achieved some degree of success in bilingual-bicultural programs. It has pursued an instructional improvement phase which focuses on the development of a competency-based, learner-oriented model of instruction in which faculty development is essential. This paper discusses the learner-oriented model being developed at El Paso Community College.

240. Denis, Ann B. Some social characteristics of CEGEP graduates. Canadian Journal of Higher Education, 1975, 5(2), 39-56. EJ129631.

The social class, ethnicity, and sex of graduates in Quebec's Colleges of General and Professional Education (CEGEPs) were studied in relationship to course of study and subsequent work or educational activities. Findings showed no clearcut patterns of ethnic or social class differences in choice of specialization. Disparities in social class varied with ethnicity.

241. Derosin, Jeannette R. Desegregation in Pointe Coupee Parish, Louisiana: its effects on the self-concept of selected black secondary students. Walden University, 1976. ED128485.

The purpose of this study is to analyze and test the effects of desegregation on the self-concept and attitudes of black secondary students in Pointe Coupee Parish, Louisiana. In particular, the study investigates the extent to which black students attending public schools in America which harbor "de jure segregation" acquire negative self-concepts and negative attitudes toward an understanding of the educative process -- which attitudes could be detrimental to their psychoeducational development. One of the salient findings derived from this study is that black students in predominantly black schools involved in the study exhibit higher self-concepts and more favorable attitudes than black students in predominantly white schools. It is recommended (1) that the study be replicated and expanded to include a large cross sample of all senior high students and (2) that research should also be conducted to compare the changes in self-concepts exhibited by a group of black students only in just one racial composition.

242. Description of bilingual programs funded by Title I, ESEA. New York City Board of Education, Brooklyn, NY, 1973. ED081275.

This booklet presents a description of 16 bilingual programs funded by Title I, ESEA in New York City. Information includes a description and list of objectives for each program.

243. Desegregation progress report. [Final version.] Tennessee Higher Education Commission, Nashville, ND. ED120317.

This document is considered to be both a report on the progress in achieving additional desegregation in the public colleges and universities in Tennessee, as well as a report on the ability of the public institutions to achieve specific minority enrollment and employment goals which differ from, but are more ambitious than the goals in the original plan. Chapters address the following areas: the role and responsibility of the monitoring committee, the statewide plan, the Nashville Area plan, and an impact assessment.

244. Developing and evaluating a system for upgrading educationally disadvantaged employees through after hour education. Final report. Vanderbilt University, Nashville, Tennessee, 1970. ED056281. copyrighted.

The report consists of two parts. Part A discusses the progress made in eight areas: monitor training, monitor selection, attendance, recruitment, class scheduling, I.Q. minimum, student motivation, and financial inventives. Part B discusses the overall progress toward accomplishment of the six major project objectives, which were the following: to determine effective methods of selecting potential trainees for an unpaid after-hour educational development program; to get employees to participate voluntarily; to determine what upgrading takes place in terms of promotion; to determine the effects of age; and to replace successful trainees with new people.

245. DeYoung, Henry G. IIT pushes for more minority engineers. Change, 1975, 7(8), 13-15. EJ124461.

Describes the Illinois Institute of Technology (IIT) program of recruiting minority high school students for engineering careers. The program includes Saturday and summer courses for juniors and seniors in engineering concepts and skills and reading and communication skills, on-the-job training, and placement in a regular 4-year engineering curriculum.

246. DeZoort, Frank A., Comp.; Flewellen, William C., Jr., Comp. Minority report - 1973. American Assembly of Collegiate Schools of Business, St. Louis, MO, 1974. ED092046.

The data in this report are the summation of a questionnaire sent to all educational members of the American Assembly of Collegiate Schools of Business to ascertain information regarding minority students and faculty. As a result of this effort, 236 questionnaires were returned by member institutions; of this, 125 were from accredited institutions, 106 from nonaccreditied institutions, and five were unknown. Statistical tables contain data concerning: undergraduate program enrollment, students expected to complete bachelors degrees 1972-73, enrollment in master's programs, expected graduates [MBA/doctorates] by major fields for 1972-73, minority faculty by field and rank, special programs, admission criteria, and financial assistance.

247. Diekema, Anthony J.; Hilton, William J. The medical opportunities program: An approach toward increasing minority enrollments in health professional schools. College and University, 1972, 47(3), 201-210. EJ057300.

248. Diekema, Anthony J. The medical opportunities program revisited: An assessment of admission, enrollment and retention of minority students in health professional schools. Journal of the American Association of Sollegiate Registrars and Admissions Officers, 1974, 50(1), 60-75. EJ106056.

249. Dispenzieri, Angelo; Giniger, Seymour. Student expectations and experiences as predictors of college performance. American Educational Research Association, Washington, D.C., 1971. ED049691.

Questionnaires measuring college expectation and experiences were administered to special program students, those below the academic level of the City of New York Community Colleges' regular matriculants, and to regular students. The purpose of the questionnaire was to determine how the prediction of academic success was related to students' expectations and experiences as college freshmen. Eight expectations and experience clusters were derived by factor analysis and served as predictors of first semester GPA and credits earned, and first year GPA and credit earned in stepwise multiple regression analyses. Demographic characteristics such as high school average and diploma track, college attended, ethnicity, sex, and student population served as control variables. Realistic expectations of academic demands, insight into personal abilities, and readiness to work hard were positively related to performance. This paper also makes recommendations for utilization of the findings by guidance counselors and educational administrators.

250. Doctoral education in chemistry: a special survey. Chemical and Engineering News, 1975, 53(17), 38-42. EJ121456.

Reports on a survey of chemistry departments designed to obtain data about the composition by sex and minority group membership of faculty, graduate students, postdoctorates, and persons granted Ph.D.'s. Other data deal with the placement of persons granted Ph.D.'s in 1972-73 and the capacity of the departments for graduate students.

251. Dole, Arthur A.; Passons, William R. Life goals and plan determinants reported by black and white high school seniors. Journal of Vocational Behavior, 1972, 2(3), 222. EJ062439.

Black secondary school seniors were compared with their white peers on motivational patterns in posthigh school plans and life goals. Significant differences as a function of sex were more frequent than those attributable to race.

252. Dollar, Bruce; Gittell, Marilyn. Cultural pluralism in higher education. Social Policy, 1974, 5(4), 38-43. EJ1101[illegible].

An examination of alternative models of community-based colleges, designed by minority groups as institutional efforts to foster cultural pluralism and social mobility without their own cultural identity being compromised. This approach is evaluated and contrasted with the development of various bicultural or bilingual programs in which the emphasis has been on influencing attitudes rather than on changing institutional structures.

253. Donegan, Charles Edward. A seminar on legal aspects of minority economic development. Journal of Legal Education, 1975, 27(1), 116-119. EJ124454.

The 2-hour elective seminar described here was designed to prepare second- and third-year law students to perform the role of legal counselor to potential and existing minority businessmen in forming or expanding business enterprises. Seminar outline and notes on materials, reading, research assignments, and resource persons are included.

254. Donelson, Kenneth L. White walls and high windows: Some contemporary censorship problems. English Journal, 1972, 61(8), 1191-1198. EJ069531.

Describes six kinds of censorship problems facing the high school teacher.

255. Donovan, David; and others. Distribution of educational performance and related factors in Michigan. The Sixth Report of the 1970-71 Michigan Educational Assessment Program. Michigan State Department of Education, Lansing. 1972. ED072088.

The sixth report contains eight educational distribution profiles. Schools and districts were classified into upper, middle, and lower thirds on the basis of the average scores (in grades 4 and 7) in composite achievement and socioeconomic status, and their scores on all assessment measures were charted. The assessment measures were: (1) human resources--such as pupil/teacher ratio and percent of teachers with master's degree; (2) school financial resources--such as local revenue per pupil and state school aid per pupil; (3) student background; (4) school/student performance--attitude measures, basic skills measures, and dropout rate; and (5) school or district size. The purpose of this report was to find whether schools or districts that rank high, in the middle or low on composite achievement or socio-economic status have a similar rank on other assessment measures. It was found that this is generally true, but certain exceptions and limitations on interpretation are specified. An appendix contains definitions of the educational assessment measures.

256. Dowdall, George W. Models of metropolitan socioeconomic differentiation: A comparison among black, Latino, and Anglo patterns in 1970. Draft. State University of New York, Buffalo, 1975. ED111586.

Utilizing data for blacks, Mexican Americans, Puerto Ricans, and other Spanish heritage Americans, a model of urban differentiation was evaluated. Building on recent research of black-white patterns, the model related some structural characteristics of metropolitan areas to educational, occupational, and income differentiation. The overall results suggested the model's utility. Differentiation in 1970, measured by the index of dissimilarity between two percentage distributions, was highest between blacks and Anglos in the south and between Puerto Ricans and Anglos in the Middle Atlantic states. Four separate analyses indicated the importance of occupational differentiation and particularly educational differentiation in influencing income differentiation. The regional analyses showed manufacturing employment to be particularly important in lowering black-Anglo differentiation; percent black in lowering Puerto Ricans differentiation (in contrast to expectations about the impact of interminority competition); percent Spanish heritage minority in raising Latino-Anglo differentiation in the Southwest (an index of Anglo gains from Latino subordination); and area population size in lowering Latino-Anglo differentiation elsewhere.

257. Doyle, Nancy. Woman's changing place: A look at sexism. Public affairs pamphlet number 509. Public Affairs Committee, INc., New York, NY, 1974. ED097245, copyrighted.

This pamphlet reviews how early childhood conditioning, education, religion, sports, business and finance, and mass media limit women's development and opportunities and, further, how women are working to effect change in their own lives and in society. The following are briefly discussed: (1) efforts being made by child care centers and schools to break down artificial sex barriers; (2) reports issued by the National Organization for Women on sex bias in public schools; (3) stereotyping in textbooks and toys; (4) how women react to success; (5) equal opportunities and pay for women; (6) the plight of the minority woman; (7) how aging effects women; (8) the role played by mass-media in shaping women's image; (9) women in competetive sports; (10) sexism in religion; and (11) men's liberation. A bibliography of books for futther study is included.

258. Dragoon, Marion Dancis. Factors influencing the completion or non-completion of a program of compensatory education: A retrospective analysis of qualitative data. Teachers College, Columbia University, 1975. ED114435, copyrighted.

This dissertation investigates the factors operant during the high school years which facilitate or inhibit the entrance into college of a group of low-income students in a New York City high school. A qualitative approach is used to examine a group of students in a compensatory education program, the transactions that occurred between them, their educational environment as they perceived it, and their social world. A review of the literature considered in this study includes topics such as the relationship of education to occupational attainment and factors influencing school achievement. A section of people, setting, and treatment discusses antecedents to the program and the specific program itself. Two case studies of a pair of students who contradicted the predictions are described along with two additional case studies of a pair of students whose completion might have been predicted. A concluding discussion examines each pair in terms of similarities and differences, and both pairs in terms of such foci as differential experiences of the program, group membership, and others. Three categories comprising the mix of person-program qualities resulting in completion or non-completion of the program are presented. A series of general implications and implications for counselor training are also included.

259. Draper, Virginia S. A historical sketch of the major labor law developments that have occurred as a result of the Civil Rights Act of 1964 and the activities of the Equal Employment Opportunity Commission. Howard Law Journal, 1973, 18(1), 29-87. EJ096505.

260. Dube, W.F. Datagram: Women enrollment and its minority component in U.S. medical schools. Journal of Medical Education, 1976, 51(8), 691-693. EJ144966.

This Datagram updates previously published statistics on women medical school applicants and matriculants. Historical data are selected at five-year internals and highlight years not presented before. A dramatic increase in women applicants since 1970 is shown.

261. Dupree, Calvin. An Indian view of vocational-technical education. American Indian Resource Associates, Oglala, S. Dakota; Navajo Community College, Tsaile, Arizona, 1974. ED113077, copyrighted.

Traditionally vocational education has served minority groups and has, consequently, suffered from financial neglect. Since numerous non-minority citizens will never attend college, it is in the interest of all society to improve vocational education. In 1963, the Bureau of Indian Affairs (BIA) established a policy of prevocational education for American Indians, emphasizing academic courses in the 9th grade and 'exploratory' shop courses in the 10th-12th grades. Falling short of their goals, BIA schools showed a 40 percent dropout rate with only 28 percent of the graduates going on to college in 1967. A recent evaluation of Federal boarding schools indicates inadequacies in academic programming, guidance counseling, vocational equipment, and prevocational training. However, successful Indian operated post-secondary schools are beginning to emerge. Improvement in the quality of Indian vocational education calls for: (1) an increase in BIA funding; (2) better information dissemination on grants, fellowships, etc.; (3) more financial support for existing and emerging Indian community colleges; (4) Federal allocations for Indian recruitment and counseling; (5) an all Indian vocational research/development section in the U.S. Office of Education regions; (6) reservation based courses and workshops for adults; (7) Indian involvement in the National Vocational Education Advisory Council.

262. Durley, Gerald L. A center for black students on university campuses. Journal of Higher Education, 1969, 40(6), 473-476. EJ006177.

263. East San Jose Educational Park Study: Developing a preventive strategy for meeting tomorrow's education, vocational, ethnic and societal demands. End of Budget Period Report. San Jose East Side Union High School District, California, 1968. ED027607.

This comprehensive report of an 18-month ESEA-Title III study outlines the recommendations of the project staff regarding the establishment of a secondary level educational park as a preventive strategy for meeting emergent educational, vocational, ethnic, and societal demands in a school district with 11,000 students enrolled in seven high schools in 1967. The educational park is seen as a means of insuring quality education for all students in a rapidly growing district with 30% Mexican-Americans and 4% Negroes. A number of pilot instructional strategies are described, including use of minority representatives as spokesmen for vocational achievement, visits to industry, college visitation, intradistrict student transfer, and pass-fail grading. The report also includes extensive recommendations from the curriculum subcommittees, references to a number of related special projects, and a review of steps taken to develop community support. Appendices include a demographic study of the district, examples of evaluative instruments used in the survey, and press coverage given the study.

264. East San Jose Educational Park Study. Report of the Blue Ribbon Advisory Committee. San Jose East Side Union High School District, California, 1968. ED027606.

This report summarizing the findings of a Title III/ESEA study by a committee of 33 community leaders endorses the educational park concept as a way to provide quality education to a growing minority group student body. Special attention in the report is given to particular aspects of the proposed educational park, including its feasibility, curriculum policy, possibility of interagency support, and site and facility determination. Seventeen appendices include a review of proposed course offerings, an outline of instructional and administrative organization, cost estimates, recommendations from ethnic and other minority groups, and architect's sketches.

265. Edington, Everett D. Academic achievement of American Indian students--review of recent research. Paper presented at Rural Sociological Society Meeting in San Francisco, California, 1969. ED032168.

The major findings of recent research related to the achievement of Indian students in school are summarized in an effort to describe the extent of their disadvantagement. Nearly all of the studies reviewed showed the Indian student to be far behind other students in achievement. On standardized tests, Indian children tend to do very poorly when compared with state and national scores compiled by the rest of the relevant stratum of the school population. Research has also indicated that generally the gap between the levels of achievement of the white and Indian students widens as they progress through school. High dropout rates among the Indian students were also revealed. The dropout rate for the Indian female is considerably higher than it is for the Indian male student. Although a smaller proportion than white students graduate, Indian high school graduates have a high percentage enrollment in academic or vocational programs upon graduation. However, later studies revealed that many of these Indians were unemployed or underemployed.

266. Edington, Everett D. A Communication System for the American Indian in higher education. Paper presented at University of California, Los Angeles American Indian Culture Center 1971. ED082884.

There are fewer American Indians in higher education than most other minority groups. Among the few who are enrolled, there is a large percentage of dropouts. It has been extremely difficult to recruit, select, and keep Indian students, even at the graduate level. Several recommendations for obtaining more active Indian participation in higher education and in special programs such as administrator training fellowship programs can be suggested. A coordinated communication system could be established to inform students about available programs. In this system, a person could be designated to be responsible for selecting and recruiting Indian students. College enrolling these students could have an Indian coordinator or counselor aware of all Indian students in their college who could help them from the very beginning. These counselors could coordinate their programs with those of local high schools. One of the major goals of this system could be to inform these students about financial aids and special programs. The curriculum should also be developed to help these students adjust to college life. Thus this system could aid in getting American Indians into higher education.

267. Edington, Everett D. A communication system for the American Indian in higher education. American Indian Culture Center Journal, 1971-72, 3(1), 22-25. EJ059915.

268. Edington, Everett D.; Angel, Frank. Recruitment of Spanish-speaking students into higher education. California State College, Long Beach, 1969. ED031320.

The problems of recruiting Mexican American students into colleges and universities are pointed out in these two papers. Edington's paper discusses teacher education, curriculum development, counseling programs, college entrance requirements, and the need for change and study in these areas with regard to Spanish-speaking students. Programs of financial aid and educational opportunities for Mexican American students are also presented. "The Mexican American in Higher Education: Recruitment," by Frank Angel, points out that recruitment problems are related to the selective academic orientation of college and university recruitment, and selection, counseling, and curricular procedures of the high school and elementary school. Present recruitment programs and practices in colleges which are designed to meet the needs of Mexican American students are discussed. Ways of increasing the pool of Mexican American students are listed, including changes in teaching in elementary and secondary schools geared to this group, improved living conditions for this minority group, universalization of higher education, and eradication of existing discrimination against the Mexican American group by the dominant group.

269. Edington, Everett D. A summary of research in rural education: Testimony to the United States Senate Select Committee on Equal Educaitonal Opportunity. 1971. ED053842.

A review of the available research relevant to the characteristics of disadvantaged rural students shows them to be affected in several areas. The low socioeconomic status of large numbers of noncorporate-farm families and rural ethnic minority groups is a characteristic of prime importance, particularly in view of the relationship between economic status and school achievement for rural as well as urban children. In addition, the educational and occupational aspirations of rural students appear to be negatively affected by their low economic status and possibly further depressed by factors related to geographic isolation. Many rural young people who will not be able to make a satisfactory living by farming do not aspire to higher-skilled urban occupations or to the educational level which would prepare them for such work. Possibly related to socioeconomic status are other attitudes found among rural children which may further hinder their progress: low self-esteem, feelings of helplessness in the face of seemingly unconquerable environmental handicaps, and impoverished confidence in the value of education as an answer to their problems.

270. Edmonds, Thom. Financing graduate and graduate professional school education. Education and Urban Society, 1976, 8(3), 333-354. EJ140554.

Focuses on the financing of a legal education and the impact of that financing on urban centers and lower socioeconomic individuals. Concludes with discussion of role of Federal government and the university and on the need for continued access for minority students to legal training.

271. Educational attainment by age, sex, and race, for the United States: 1970. 1970 Census of Population, Supplementary report. Bureau of the Census, Suitland, Maryland, 1973. ED081886.

The 1960's witnessed considerable change in educational attainment levels. Of Americans 25 years old and over in 1970, 52 percent were at least high school graduates, as compared with 41 percent in 1960 and 34 percent in 1950. There was considerable variation in educational attainment levels in 1970 among the various age groups in the population. For example, among older Americans 75 years old and over only 21 percent were high school graduates, but among the younger adults, those 20 to 24 years old, who would have recently completed their high school education, 78 percent were high school graduates. At each preceding younger age from 75 years old and over down to 20 to 24 years, the median number of years of school completed rises. Among those 50 to 54 years old, the median was 12.0 for the men and 12.1 for the women. The median reached a high of 12.7 for the men 20 to 24 years old and 12.6 years for the women of this age. Negroes and persons of Spanish heritage lagged behind the total population in educational attainment, but they are making considerable gains. In 1970, 31 percent of Negroes 25 years old and over were high school graduates as compared with 58 percent of those 20 to 24 years old.

272. The educational needs of minority groups. Cliff Notes, Inc., Lincoln, Nebraska, 1974. ED118515.

This publication contains three essays dealing with the educational problems and needs of Mexican Americans, black Americans, and American Indians. In his essay on Mexican Americans, Alfredo Castanedo discusses the undemocratic character of American public education, and stresses the need for democratic cultural pluralism. He devotes his essay largely to the immediate needs of his group, discussing the values orientation of Chicanos and the educational implications. In the second essay, Richard L. James explores the nature, meaning, and unjustices of the period of bondage through which blacks passed in their fight for freedom, and he examines their struggle for equality. He points out that the diversity of blacks in their values, aspirations, and approach to life and their "blackness" make the solution to black educational problems very complex ones. In his essay on American Indians, Webster Robbins indicts the Euro-American system, saying that it destroyed the once proud and beautiful American-Indian culture in its attempt to "Christianize", to "civilize", and later to "democratize" the aboriginal tribes. He suggests that every attempt be made to recapture the major elements of the original aboriginal cultures. A summary to the essays concludes that multicultural educational programs must be developed and teachers must be trained to deal with the exigencies of a multicultural situation in schools.

273. Edwards, G. Franklin. Community and class realities--the ordeal of change. 1966. ED012727.

In contrast with the basic socialization process and acculturation of the immigrant, the negro still is morally and socially isolated from society. Although changes toward more equality for the negro will occur, they will be difficult to bring about. The Ghetto, which isolates the negro, persists because of the vast profits that white realtors derive from it, the failure of urban renewal programs, the nature of the housing market for minority groups, and the desire of negroes for group cohesion. The major institutional impediments to "reconciliation" are the atypical structural and interactional features of the negro family--the one-spouse households, low educational levels, underemployment, and poverty. There is among negroes, however, class and status differentiation, and some are beginning to achieve more middle-class occupations and now have greater opportunities for professional training. The forces inhibiting change are opposition by whites, the accumulated disadvantage suffered by negroes, and many negroes' vested interests in and ambivalence about desegregation. The most significant influences in determining the pattern and speed of change are the decisions of the federal courts, executive orders, and legislation, all of which now enforce civil rights.

274. The effectiveness of postsecondary opportunity programs for the disadvantaged: A report of a research study conducted by the Office of Higher and Professional Education. New York State Education Department, Albany, 1974. ED110547.

This research study attempted to gain a longitudinal perspective on the effectiveness of Higher Education Opportunity Programs (HEOP) established in 53 private institutions of higher education aimed to the educationally, economically, and socially disadvantaged. Marking the firstlarge scale attempt of its kind, this study compared measures of academic success in terms of grades, graduation, and retention of two groups of 644 students who attended these institutions prior to 1967 and after HEOP inception in 1970. A Likert-Type Scale questionnaire administered to key officials was designed to gauge the degree of change occurring in the college environment during the 1967-70 period which could have affected the quality of educational experience for the disadvantaged. External changes were found to be minimal, indicating HEOP as the determining agent. Results indicated higher grade point averages and higher retention and graduation rates for program students despite their shared similarity with non-program students in economic and academic backgrounds. Given the overwhelming positive results, funding of other opportunity programs was highly recommended. Appendices include sample characteristics, demographic data, entrance criteria, performance data, statistics used, instruments, and an annotated bibliography.

275. Egerton, John. Equality of access in postsecondary education. A report from the conference. Southern Education Foundation, Atlanta, GA, 1975. ED119549.

About 150 educators, administrators, and officials of public and private educational agencies took part in three days of discussions that focused on equal opportunity and the related issues of: (1) access, placement, and retention; (2) black colleges; (3) standardized tests; (4) needed change in white attitudes; (5) open admissions; (6) alternatives to admission testing; (7) access and recommendations for increased access to graduate and professional school; (8) access to private education; (9) educational finance and equal opportunity. Recommendations were made. Participants to the conference took away new resources to help solve the problems and resolve the conflicts surrounding the issue of equal educational opportunity.

276. Egerton, John. High risk. 1968. ED020985.

This article reports on the status of college and university programs to admit "high risk" disadvantaged students. Data were gathered from 159 predominantly white institutions, 84 of which reported some involvement in programs for high risk students. Discussed are such issues as the extent of the colleges' commitment, the rationale behind the involvement or lack of involvement of the colleges in these programs, and approaches used with high risk students. The extent and success of programs for high risk students in eight public and five private colleges are specifically described, with brief mention given to several additional programs. Included is a list of agencies and organizations concerned with increasing higher education opportunities for disadvantaged students. This article was published in the "Southern Education Report", Volume 3, Number 7, March 1968.

277. Egerton, John. Higher education for "High Risk" students. Southern Education Foundation, Atlanta, GA, 1968. ED023745.

A survey of 162 colleges and universities found that 86 of them had some kind of involvement in efforts to enroll "high risk" students. Most of these students are from a disadvantaged, minority group background and do not have the traditional preparatory and personal experiences to qualify for admission to institutions of higher education. Questionnaire responses from 11 public and 7 private institutions indicated the nature, extent, variety of approaches, and recruitment procedures of the high risk programs. Federal government and foundation funds have financed many of the special efforts to find and prepare able disadvantaged high school students but there has been almost no support for developing programs in higher education for these students. Institutions with such programs face the issue of whether or not the students should have special programs and attention. Negro students are often torn by a conflict between their involvement with Black Power and accepting white help. The report also includes descriptions of outstanding programs at both public and private institutions as well as brief summaries of others. An appendix lists agencies and organizations which are involved with higher education opportunities.

278. Ellerbe, Crawford, Jr. Career choices of black students: The road to influential participation. Journal of Non-White Concerns in Personnel and Guidance, 1975, 3(3), 121-124. EJ120609.

Examines Black students selection of professional careers and maintains that Black Americans must begin to exploit the political, economic, social and psychological gains that are tied to certain professional occupations.

279. Ellison, Priscilla Baum. The Orange Extension Center: An experiment in higher education by Lamar State College of Technology. Lamar State College of Technology, Beaumont, Texas, 1970. ED046324.

Lamar State College of Technology opened its first extension center in Orange, Texas, on an experimental basis for the academic year 1969-70. Its curriculum consisted primarily of first-year general education courses, and the emphasis was placed on providing opportunities for educationally disadvantaged youth. Chapter I of this study presents the problem. Chapter II reviews the literature on education for disdvantaged youth, the resulting compensatory programs and practices, and presents a critical evaluation of the results. Chapter III discusses the building facility, instructors, and student body of the Orange Center. Chapter IV reviews the academic achievement of the students during the fall semester based on their semester grade averages. Chapter summaries, a discussion of the disadvantaged students at the Center, and recommendations on how to increase enrollment of disadvantaged students and other topics are included in Chapter V. The questionnaire distributed to the students in the Center, a list of instructors, the class schedule, and information on the educational and occupational background of the parents are included in the appendix.

280. Engineering and Technology Degrees, 1974. Engineers Joint Council, New York, NY, 1975. ED113980.

This report gives the number of engineering and technology degrees for the school year ending in June 1974. The engineering tables include all 284 schools known to offer engineering degrees at the bachelor's level or higher; the technology degree tables include data from 123 schools. Summary tables are included at the end of the report showing the number of women, minorities, and foreign nationals included in the totals.

281. English, Richard A.; Settle, Theodore J. Minority students in higher education. Integrated Education, 1976, 14(3), 3-6. EJ140539.

Advocates a federal program of financial assistance for minority students seeking graduate and professional education, and direct financial support for graduate schools and universities to develop more effective delivery systems and to recruit, retain, and graduate competent minority citizens.

282. Equity of access to postsecondary education. Michigan State Board of Education, Lansing, 1974. ED114034.

Attention has periodically been given to inequality of opportunity in higher education in Michigan by both the governor's office and the state board of education. Activities to date have been based upon the premise that disadvantaged students have often been effectively excluded from participation in higher education, and that certain procedures must be adopted to rectify this situation. These procedures would lead to the establishment of a system of higher education that would provide equity in terms of: (1) individual selection and support services; (2) institutional and programmatic articulation; and (3) student financial assistance options. Recommendations take into consideration admissions criteria, admissions recruiting practices, student support services, information services, and student financial aid.

283. Erickson, Stanford. Jones-Davis: Teaching the unteachables. College and University Business, 1971, 51(3), 53-54. EJ043850.

Founder of a "deschooled" school, Mrs. Davis sees no future for colleges unless they are dismantled and a new form of learning permitted to exist.

284. Erwin, James. The attitudes of black new students and administrative response. Journal of Negro Education, 1976, 45(2), 161-165. EJ140499.

Suggests that the reason that social change has not come more quickly is that the American university is bureaucratic in structure, over emphasizing rules and regulations, dividion of labor, hierarchical functions and roles, and written communications, thus presenting obstacle after obstacle to change.

285. Esler, Elisa P. Barriers to minorities in allied health education. (A report on seven southeastern states). Final report. Research Triangle Institute, Durham NC, 1975. ED116891.

The study's purpose was to investigate and identify the barriers to minority groups, which have resulted in under-representation in allied health professionals postsecondary education programs. Two-day conferences were held in the seven southeastern states of Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina. These conferences were divided into two discussion groups: (1) students, comprised of American Indians, Black Americans, and Spanish Americans, and (2) faculty members, high school counselors, administrators, and representatives of minority organizations involved in the education of minority students. A total of 160 participants attended the sessions. Priority rankings were made at the end of each discussion group. Sociodemographic characteristics were compiled for each State regarding population composition, economic activities, enrollment in educational institutions, health manpower, and allied health manpower in order to put the findings into proper perspective. This report reflects data obtained from the conference participants as well as administrators and faculty from allied health schools in the southeast who were not able to attend the discussion groups. Given for each state are the state profile, educational institution profile, group discussions and findings, and the priority ranking. An overview of this study is included.

286. Ethnic Heritage Studies Centers; hearnings before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-First Congress, Second Session on H.R. 14910. Congress of the U.S., Washington, D.C., 1970. ED042850.

This proposed amendment to the ESEA of 1965 would authorize the Commissioner of Education to make grants to public and private nonprofit educational agencies and organizations for establishment and operation of several Ethnic Heritage Studies Centers, reflecting readily identifiable ethnic groups represented in the population of the United States. Each Center would carry on activities related to a single culture or regional group of cultures. The activities of the Centers would include: (1) the development of curriculum materials for use in elementary and secondary schools which deal with the history, geography, society, and general culture of the group with which it is concerned, and with its contributions to the American heritage, and (2) dissemination of such materials. The Commissioner would make grants to Centers which use the research facilities and personnel of colleges and universities, the special knowledge of ethnic groups in local communities and foreign students in the United States, and the expertise of elementary and secondary school teachers. The bill authorizes ten million dollars for the fiscal year ending June 30, 1970, and 20 million for the fiscal year ending June 30, 1971.

287. Etzioni, Amitai; Tinker, Irene. A sociological perspective on black studies. Educational Record, 1971, 52(1), 65-76. EJ036322.

288. An evaluation of the Hartford, Connecticut, Career Opportunities Program (COP). Connecticut University, Storrs, 1975. ED126203.

COP has been operating in the Hartford Public Schools since the su[illegible]f 1970. It is a project federally funded under the Educational Professions Development Act. In brief, the program provided the funds for Hartford parpprofessionals to further their formal education. The education provided these community people would hopefully benefit both them and the students with whom they came in contact. The project was due to expire at the end of August 1975. In November 1974, the Educational Resources and Development Center of the University of Connecticut was contacted and later contracted by the Connecticut State Department of Education, to conduct an evaluation of the Hartford Career Opportunities Program. On the basis of the data gathered and analyses performed, this evalution concludes that the Hartford Career Opportunities Program has substantially achieved its goals. It is recommended that the Hartford Board of Education should make every effort to continue or renew the COP goals and approach. The University of Hartford should consider institutionalizing some of the aspects of the COP teacher training.

289. Evans, David L. Minority admissions and support. Second in a series. College Board Review, 1973, 89, 17,22-23. EJ086272.

In an effort to provide wider access for all students, a program has been developed for minority students to have their admissions criteria entered into a pool of colleges that need students. In this manner, their chances of being suitably placed are vastly improved.

290. Evans, Doris A.; Jackson, Edgar B., Jr. Deans of minority student affairs in medical schools. Journal of Medical Education, 1976, 51(3), 197-199. EJ132900.

A rationale is presented for medical schools to hire deans who are members of a minority group, with special capabilities and responsibilities for representing the interests of minority students in medical school and for making just opportunities available so that more minority students might enter medical school.

291. Evans, Doris A.; and others. Traditional criteria as predictors of minority student success in medical school. Journal of Medical Education, 1975, 50(10), 934-935. EJ124521.

A study of the relationship between the Medical College Admissions Test (MCAT), grade point average (GPA), the quality of undergraduate college attended (Austin index) and the preclinical performance of underrepresented minority students at Case Western Reserve University of Medicine showed all three to have predictive value, the Austin index being the best.

292. Evans, Francis Benjamin. A study of sociocultural characteristics of Mexican-American and Anglo junior high school students and the relation of these characteristics to achievement. New Mexico University, Las Cruces, 1969. ED039999.

Purposes of this study were to detect some of the sociocultural differences between Mexican American and Anglo junior high school students; to determine how the sociocultural characteristics of the Mexican American students were related to their language background; and to ascertain how characteristics of both groups were related to their achievement. The sample consisted of 126 male and female students, 87 of whom were Mexican American. Scales were developed from questionnaire and interview data to measure language background, self-concept of ability, achievement orientation, parental independence training practices, parental achievement pressure, social distance, and socioeconomic status. Student achievement was measured both by English and mathematics grades and by standardized tests. Observed sociocultural differences between Mexican American and Anglo students appeared to be due to ethnic backgrounds and socioeconomic and other social conditions associated with this background. Mexican American students exhibited many of the characteristics of the culture of poverty described by Oscar Lewis. Part of the depressed achievement of Mexican Americans, when compared to Anglo students, can be attributed to their lower self-concepts of ability; fatalistic, present-time orientation; non-democratic independence training experiences; and high religious social distance.

293. Evans, Franklin R.; Reilly, Richard R. A study of test speededness as a potential source of bias in the admission test for graduate study in business quantitative score. Educational Testing Service, Princeton, NJ, 1972. ED065532.

Minority and majority groups were administered a special quantitative section of the Admission Test for Graduate Study in Business (ATGSB) under varying time conditions to determine if increasing the time allotted for the test would eliminate any bias which may exist due to an irrelevant speed factor. By a commonly employed definition the special section was found to be moderately speeded for all candidates under normal conditions. Neither the main effects due to time condition nor the interaction between the ethnic and time factor reached significant levels suggesting that increasing the time per item does not reduce any bias which may exist in the test. Although a substantial proportion of minority group scores fell at or below the chance level, these scores appeared to retain fairly high levels of reliability.

294. Evans, Franklin R.; Reilly, Richard R. A study of test speededness as a potential source of bias in the quantitative score of the admission test for graduate study in business. Research in Higher Education, 1973, 1(2), 173-183. EJ081168.

The present study was conducted to determine (1) if the quantitative section of the Admission Test for Graduate Study in Business is more speeded for black examinees than for white, and (2) if reducing or increasing the degree of speededness has a differential effect on the scores of minority versus majority group members.

295. Evans, Jerome. Community Colleges. Free access: What it takes. Change, 1974, 6(2), 53-54. EJ093251.

The Extended Opportunity Programs and Services (EOPS) in California appears to be a very successful program with considerable promise for substantially raising higher education participation rates for low-income and minority group students.

296. Exito, Title VII ESEA, 1973-1974. Hartford moves ahead: An evaluative report. Hartford Public Schools, Connecticut, 1974. ED097393.

As originally developed, Projecto Exito, often referred to as the Bilingual Community School or simply as "Escuelita", was in name and in deed a comprehensive community-based approach to the problems of bilingual education, funded under Title VII of the 1965 ESEA. Intended to serve Spanish and English-speaking students in direct proportion to their distribution within the Barnard-Brown attendance area, the program was planned so as to include two interrelated dimensions. Exito was to serve a demonstration effort in bilingual education which could then be expanded to other populations if the results were favorable; it was also to serve as a bilingual community school which could and would provide direct services to students ranging from preschool to adult education. While the evaluation design was a relatively straight forward pre-post-test model, a number of operational controls were built in to the design so as to insure program validity to the resultant data. The design included pre- and post-measures which could be administered not only on a grade by grade basis, but over a longitudinal period as well. While the design did attend to affective indications of change, data in this area were not reported; instead, only various forms of the "Inter-America Test of General Ability" were used.

297. Extract of hearings before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, 91st Congress, Second Session on H.R. 17846 and other related bills. Emergency School Aid Act of 1970. Hearings held in Washington, D.C., June 8, 15, 17, 18, 24, 25, 29, 30; July 1, 6, 7, 8, 16; and September 23, 1970. Congress of the U.S., Washington, D.C., 1970.

298. Exum, William H. Black student unions, 1965-1975: A retrospective look at the last decade. Paper presented at the Annual Meeting of the Eastern Sociological Society, 1976. ED124666.

The significance of the black student union in the past decade (1965-1975), both for black students and for the white college, and some reasons for the apparent decline experienced by black student unions in recent years are the concern of this paper. Its focus is on reviewing some of the functions, activities and impacts of the black student union during its most active years, and reviewing some of the internal factors which seem to have played a role in its current decline. Several functions served by the student unions are suggested. Their goals and change oriented activities center on five general areas and their implementation and impact upon white college vary, both in degree and permanence. Two sets of influences seem important in the apparent decline of black student union and the black student population and those internal to them; four such internal factors are emphasized in the discussion. A final cautionary note is sounded, indicating that despite apparent decline and a seemingly apolitical stance in many colleges and universities, black student unions have not disappeared, and retain the capacity for renewed vitality and activism.

299. Fader, Daniel, English departments and poverty. Association of Departments of English, New York, NY, 1969. ED030677.

Perspective on how English professors and English departments can engage professionally and meaningfully in the education of impoverished children is provided through the recounting of a number of experiences in related situations. A discussion with a college literature class about how best to recruit and instruct college-level black students precedes a description of experiences dealing with children in a nursery school group in which one member was a brain-damaged child. The concluding portion examines (1) teacher self-examination to improve the quantity and quality of literacy instruction, (2) visits to all types and levels of schools to determine best instructional practices, and (3) listening to students and teachers to effect attitude changes, as the best prodedures for selecting an effective English curriculum for a boys' reform school.

300. Fagin, Michael T. Development of minority programs at predominantly white colleges and universities. Counseling and Values, 1976, 21(1), 51-57. EJ146093.

The author outlines some of the basic needs of a minority program and raises some questions regarding a model program for universal application.

301. Fanshel, David. Far from the reservation: The transracial adoption of American Indian Children. A study conducted under the auspices of the Child Welfare League of America, New York, NY, 1972. ED064008, copyrighted.

The objectives of this study were (1) to develop systematic knowledge about the characteristics of couples who adopted American Indian children and (2) to describe the experiences encountered by the families and children for a 5-year period after the Indian children were placed in adoptive homes. The experiences of 97 families who adopted Indian children were studies. The full sample of adoptive families were interviewed annually for 5 years. The first interview was conducted jointly with the adoptive father and the adoptive mother, while the second was designed to be carried out with adoptive mothers exclusively. The third interview was designed for the father, the fourth for both the husband and wife, and the fifth for adoptive mothers only. Each of several variables, such as religiosity of adoptive family, politival orientation, and child-rearing practices, were subjected to statistical tests. It was found that the majority of the Indian children and their adpptive families appeared to be well-adjusted and it was recommended that the practice of transracial adoption be continued and encouraged. Appendices include (1) agencies placing children through the Indian Adoption Project, (2) major variables used in the study, and (3) a child progress scale.

302. Farley, Catherine. A long term study of the results of special counseling and instructional techniques used with students with seemingly low academic potential as measured by Merritt College Classification Tests. Merritt College, Oakland, California, 1968. ED020726.

In three successive semesters (spring 1965, fall 1965, and spring 1966) Merritt College entering freshmen whose low test scores indicated probable lack of success in college work were offered block programs of classes designed to help them gain insight and perspective regarding their self image, their values, and their interpersonal relationships. In fall 1965, students registered in the program earned higher mean grades than those in a control group, and their persistence into the next semester was greater. While control groups were not used for comparison with the other block program students, their records showed considerable progress, and a counselor's evaluation indicated that these students, who had been ready to drop out of school, had become more realistically goal-oriented, had good morale, and felt that the program was valuable to them.

303. Farmer, Helen S. Career counseling. *New Directions for Higher Education*, 1975, *3*(3)m 61-78. EJ126118.

Describes some of the career counseling needs of a variety of women and methods by which counselors can best facilitate attitude changes in women to increase their motivation for educational and career development. Counseling for career development is stressed focusing on increasing the career options open to them.

304. Farning, Max. Some variables why so few black high school graduates attend post-high school area vocational schools. *Journal of Industrial Teacher Education*, 1972, *10*(1), 5-12. EJ076932.

305. Farris, Charles E. The American Indian: Social work education's neglected minority. *Journal of Education for Social Work*, 1975, *11*(2), 37-43. EJ121065.

There are many commonalities between the life-styles and values of American Indians and the profession of social work, yet social work and its practice and educational institutions to a large extent have failed to reach America's most deprived minority group.

306. Feldman, Lawrence A.; Burnett, Foster F. Students for Medicine: A program for the preparation of the disadvantaged student. Journal of Medical Education, 1973, 48(10), 945-947. EJ083116.

307. Feree, Robert F.; and others. Who am I? Bacone College, Oklahoma, 1971. ED051936.

The report encompasses a joint student-faculty 2-year project (funded under Title III of the ESEA) conducted in an effort to decrease problems of the educationally handicapped students coming to Bacone College. In better preparing the student with low ACT scores for college level work, specialized or modified courses were offered in freshman English and mathematics as well as in core courses. In furthering the college program to relate to the unique student body that consisted of Negro, Caucasian, and American Indian students, a "philosophical core theme" concept of class origanization was implemented. Units within the core concept included Discovering Who I Am, I Participate in Society, Understanding Myself, Math-Science for Me, My Right to Read, Personality Through Speech, I Compete with Myself, Developing My Language Tools, and Writing for My Now and My Future. Descriptions of these units, projections for continued development of Bacone's program, and comments by former Bacone students are presented in the document, as well as results of a follow-up study of 51 Bacone students who transferred to Northeastern State College. As a result of the follow-up, conducted to determine whether grades earned at Bacone could be used to indicate a student's ability to do college work elsewhere, it is believed that students from Bacone can do college work in other institutions.

308. A final program report from Jane Addams School of Social Work, University of Illinois, Urbana: The school-community pupil-training program, 1971-1974. Illinois University, Urbana, 1974. ED116099.

The primary goal of the School-Community-Pupil (SCP) Project at the Jane Addams School of Social Work at the University of Illinois, Urbana was to train a new kind of professional school social worker who would work to improve the way school systems respond to children, particularly minority children. The SCP Project was based on the hope that with training and directed practice, the interns could be of help to the school districts in which they worked at the same time that they were learning about school social work. To this end, evaluative information kept project faculty informed of program strengths and weaknesses and encouraged revision of course content and internship plans as needed. The academic courses emphasized planned change in institutions. Instructors prepared students to identify school situations which were, or might become, problem situations for children, such as desegregation, ability grouping, and antisocial behavior. Working with the school administrators, field supervisors, and social workers, the student interns applied problem-solving techniques learned in class to actual school situations. With administrative sanction, then, student interns were encouraged to contact teachers, pupils, psychologists, and parents in their efforts to alleviate problem areas. Over an experimental period of three years, the SCP model was practiced by 52 interns in school systems in Illinois. The results of the program evaluation indicate that the SCP approach to school social work should be continued.

309. Final project report for Title III, ESEA-- Project Breakthrough, number 1146, 1971-72. Tamalpais Union High School District, Larkspur, California, 1972. ED081860.

Project Breakthrough was conceived to service the Marin City black students in the Tamalpais High School District. This segment numbers about 220 students. The specific objectives were: (1) to increase significantly the black student's confidence in his ability to succeed in school as a means of personal and social growth and achievement; and (2) to provide black community environmental support for the student on his part of educational success by development within the black community an attitude which understands, values, supports, and participates in the total schooling process. The program, since its inception, has been student oriented. Therefore, each staff member had as his prime responsibilities the development of the student in his actual academic and social endeavors. Initially, the staff had to meet with district personnel to gain an understanding of their respective jobs and functions. The second phase involved district work with students. Counseling and testing sessions were established. Tutorial sessions were started. A stronger black students group was established. Students were encouraged to use the community office as an educational and vocational resource center. In addition, all student groups, large or small, meet there with the staff, providing guidance whenever needed. Field trips, above and beyond those for a particular academic class, were started.

310. Final report of University of Utah Committee on Women's Education. Utah University, Salt Lake City, 1970. ED040344.

Subcommittee reports are presented on university extension education for younger women (under 25), mature women, and minority women. Recommendations on student and personnel recruitment, student orientation and counseling, curriculum, reorganization, special facilities, community service, research, evaluation, and job placement are also set forth. Appendices cover women graduates in specific subject fields at the University of Utah; attendance and enrollment patterns; motives and characteristics of undergraduate women students; special problems of Mexican American women; women's programs at the University of Utah during 1966-69; and the opinions, characteristics, and needs of mature women who left college before receiving a baccalaureate degree.

311. Fincher, Cameron. The access-placement-retention-graduation of minority students in higher education. Paper presented at a Conference on Equality of Access in Postsecondary Education (Atlanta, GA) 1975. ED114011.

The extent and effectiveness of access to higher education requires careful assessment. Especially for students who have been previously excluded from higher education for noneducational reasons, the experience of dismissal or withdrawal can be cruelly frustrating. Because the benefits of a college education are not gained by getting into college but by getting through, an effort will be made to examine the sorting and routing processes that affect the academic progression of minority groups in a collegiate setting. Specific questions that need to be asked concern the placement and retention of minority groups and their retention-and-graduation from American colleges and universities. Closely tied to the questions of access, placement, retention, and graduation are policy issues involving educational barriers, role of black colleges, assessment programs and testing requirements, and programs for developmental studies.

312. Fincher, Cameron, Ed. The challenge and response of institutional research. Proceedings of the Association for Institutional Research Annual Forum. (9th, Chicago, Illinois) 1970. ED048654.

This document contains papers intended to identify problems and issues confronting institutional research and to access the measured response of institutional researchers. The following general topics are covered: (1) the campus and its environment, (2) allocation of college and university resources, (3) faculty workload and effectiveness, (4) student characteristics and achievement, (5) institutional change, (6) institutional research methodologies, (7) quantitative methods, and (8) the information revolution.

313. Fink, Jerome S. Let's recruit adult minority students, too. College Board Review, 1971, 80, 11-12. EJ039128.

Experience in the outside world has taught the adult minority student what he wants and why he wants it.

314. Fischer, Ruth. Black, female--and qualified. Change, 1974, 6 (10), 13-16. EJ107546.

Mary Berry, the new provost at the University of Maryland, discusses her problems and future prospects as being one of the highest ranking black women academics in the U.S.

315. Fish, Enrica. The relationship of teachers' assigned marks to tested achievement among educationally and culturally disadvantaged children in the elementary grades. Final report. Hamline University, St. Paul, Minnesota, 1969. ED035709.

This study investigated the relationship between (1) achievement marks assigned by teachers to elementary grade, lower socio-economic status boys and girls, and (2) pupils' racial background, sex, intelligence quotient, and tested achievement. A pupil and a teacher sample were chosen from five Minneapolis inner-city schools. The pupil sample contained 62 American Indian, 46 Negro, and 143 white children. The teacher sample contained 9 male and nine female white teachers. The children were classified by sex, race, grade, IQ, tested achievement, and teacher assessment of achievement. A comprehensive statistical analysis was performed, including a three-way analysis of variance, and an analysis of covariance. Findings include the following. Girls obtain higher achievement scores than boys. When achievement scores are adjusted for IQ, the same sex differences occur. Differences in IQ scores do not exist between sexes. Differences in IQ scores exist between Indian, Negro, and white children, with the latter obtaining higher scores. Differences do not exist between boys and girls in achievement-group scores. These findings have important implications for curriculum design and the deficit theory.

316. Fitzpatrick, James V. The Indian student, parent and family--A summary of Montana educational programs. Paper prepared for American Personnel and Guidance Association Convention (Reno, Nevada) 1969. ED043416.

The report concerns programs conducted by Montana counselors and educators in their efforts to better meet the needs of the Indian student, parent, and their families. The programs were sponsored by the local school districts, Montana Department of Public Instruction, Bureau of Indian Affairs, tribal agencies, and the Montana University System. The following were some of the objectives of the programs: improving the school's holding power; developing better home-school relationships; identifying those students with special aptitudes, interests, and needs; establishing an effective counseling program which would promote greater self-understanding and more realistic educational and career planning of Indian students; and providing Indian families with general education in the basic skill areas. Included in the document are opinions and ideas of participants of an Indian Education Conference conducted by the Department of Instruction of Montana.

317. Flaherty, E.G. Leniency versus positive action. Contemporary Education, 1976, 47(2), 101-103. EJ140436.

Colleges should provide positive action and remediation for minority students rather than providing leniency for these students.

318. Flaugher, Ronald L. Testing practices, minority groups, and higher education: A review and discussion of the research. Educational Testing Service, Princeton, NJ, 1970. ED063324.

Some of the controversial issues involved in the use of objective tests by institutions of higher education, as this use affects the selection and attendance by members of minority groups, are reviewed. Admissions committees now rely on the ability of a test to predict students' performance at their institution to guide their selection. However, minority group members have criticized such uses of test scores. Three potential sources of bias against minority groups include: irrelevance of the test content, particularly verbal content, to their culture and background; discriminatory administration of the testing program; and discriminatory use of the test results. Research investigating the comparative performance of minority and majority group members, the predictive validity of tests, and the influence of the testing environment on performance is reviewed. Efforts to isolate culturally biased test items have been unsuccessful. Evidence indicates that minority group members tend to score less well on most tests; however, tests seem to validly predict academic success regardless of the student's background. In addition, the physical and psychological atmosphere in which the test is administered seems to have a significant influence on performance. Siggestions for supplementary research are delineated.

319. Flaxman, Erwin, Ed. Educating the disadvantaged, 1972-73: An AMS anthology, volume V. AMS Press, New York, 1976. ED124676, copyrighted.

The selections in this fifth volume of the series represent some of the current thinking and research on the education of the disadvantaged - a term no longer appropriate but retained in order to maintain the historical continuity of the series of which this anthology is a part. The selections are chosen to show how society in general and the schools in particular are providing educational opportunities and learning experiences that respond to this group's special characteristics and needs. A number of papers are written from perspectives of different disciplines such as psychology, sociology, economics and anthropology; they suggest ways in which several intellectual disciplines have contributed to the understanding of the education of diverse populations. Others are chosen because they record promising programs and practices or report research than can be used in creating learning situations that will enhance eddcational opportunities for this group - a goal that is yet to be achieved. Five papers are included in the section on equal educational opportunity, six in the section on learning and achieving, and nine in the section addressing the classrooms and schools.

320. Fleming, Virginia, Ed.; and others. Financial barriers to equal access in higher education. Southern Education Foundation, Atlanta, GA, 1975. ED124020.

The issue of financing postsecondary education was discussed from the point of view of low-income and minority students in Southern states. Additional discussions not reported in this monograph were reflected in the recommendations from the conference that were published spearately. Emphasis in these papers was on the proper relationship of tuition levels and student aid, and the proper balance of federal and state support of higher education. This monograph contains four major parts dealing with (1) the problem of race and class inequities; (2) higher education finance and its effect on equal opportunity: two approaches to public policy; (3) southern state policies and programs, state financial aid programs and student access, some documents oneducational finance in the South; and (4) statistical appendices on race and income inequities, participation of blacks in federal and state student aid programs, and public college tuition charges in the South. It is noted that southern states have both opportunity and obligation to take the lead in a more just and equitable distribution of educational services.

321. Follow-up study of Los Angeles City 1973 high school graduates. Report no. 346. Los Angeles City Schools, California, 1975. ED109151.

One of a series of follow-up surveys of graduates of the Los Angeles City Schools which began in 1948 and has been followed up in five year intervals, this study reports the post-high school educational and employment experiences of the 1973 graduates and explores their opinions on a number of issues relating to their high school education. Questionnaire forms were mailed to approximately one in three graduates and 39 percent of the selected sample returned the forms representing 13 percent of the entire class. The information in the study is usually presented for the total of all respondents, for the sexes, for five ethnic groups, and for four groups which were derived from the post-high school status of the graduates. The questionnaire used in the survey is included and the results are discussed.

322. Fowles, Linda Schramko, Comp. Chicano bibliography: Selected materials on Americans of Mexican descent. Bibliographic series no. 1. Revised edition. Sacramento State College, California, 1970. ED047829.

The Sacramento State College Library presents this annotated bibliography in an effort to help students and faculty make more effective use of existing resource materials. The document lists 1,000 items published between 1843 and 1969. Citations are grouped under the following categories: (1) Education, (2) Health and Psychology, (3) Historical Background, (4) Literature and Fine Arts, (5) Social Life and Problems, and (6) Chicano Periodicals. Included in the document is a guide to further information on locating literature on Mexican Americans, along with a subject index.

323. Framework for evaluating institutional commitment to minorities. A guide to institutional self study. American Council on Education, Washington, D.C., 1976. ED123981.

Reassessment of institutional programs and policies that affect minorities is needed to bring some order, understanding, and renewed energy to practices that influence institutions' commitments to equal educational opportunity for all persons. This guide to self-study focuses on: (1) undergraduate admissions and recruitment; (2) financial aid; (3) counseling, support services, and placement; (4) curriculum; (5) environment; (6) graduate and professional programs; (7) faculty and staff hiring, evaluation, and retention; and (8) administrative policies.

324. Franklin, Mayer J., Ed.; and others. Proceedings of the Conference on Increasing Opportunities for Mexican American Students in Higher Education (Los Angeles Harbor College, California). California State College, Long Beach, 1969. ED031350.

The conference was conducted in order to propose solutions to the problems that confront the Mexican American student in higher education in areas of recruitment, retention, and financial assistance. Colleges and universities from 5 southwestern states sent teams (student, faculty member, administrator, junior college representative, high school counselor, and representative of the Mexican American community) to participate in the conference. The conference proceedings present: the keynote address given by Armando Rodriguez, chief of Mexican American Affairs Unit in the U.S. Office of Education; selected remarks by various participants; and an address by Philip Montez, Regional Director, Los Angeles, United States Civil Rights Commission. Suggestions taken from the general session, the problems and issues discussed in the workshops, and the resolutions passed by the conference are given. Selected remarks from the closing address given by Father Henry J. Casso, Vicar of Urban Affairs, San Antonio, Texas, conclude the report.

325. Frederick, Peter. In fear of academic backlash. AAUP Bulletin, 1969, 55(4), 429-434. EJ013214.

The response of fearful college educators to student demands, particularly to the legitimate ones of black students, has been to defend academic freedom and standards. The author questions the validity of these standards and predicts that academics will not achieve the quality of society they claim to promote until they are ready to accept the standards and dignity of others along with their own.

326. Freeman, Evelyn S.; Fields, Charles L. A study of black male professionals in industry. Recruitment Management Consultants, New York, 1973. ED078773.

This study is a first attempt to investigate what happens to the black male college graduate after he enters the white business firm. Data were obtained by interview in 1971 from 500 black men employed in private industry in professional and managerial jobs in the 10 cities having the largest numbers of blacks in the labor force (excluding Washington, D.C. and Newark), using a stratified random sample design. The men were asked about their progress in the firm, their perceptions of their progress compared with white coworkers of similar background and ability, their opinions of company policies and programs for equal employment opportunity, and their relations with white subordinates, coworkers, and superiors. Information was also obtained from 61 of the white superiors to whom the black respondents reported. A technical appendix is included.

327. Freeman, Lawrence D. Douglas discusses 'Cultural Neutrality' in dissenting opinion on DeFunis Case: Racial neutrality is key. Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebraska, 1974. ED091373.

This paper explores some of the implications of Justice William O. Douglas's dissenting opinion on "DeFunis v. Odegaard" for the selection, education, and licensing of educational personnel. Douglas's argument for "cultural neutrality" in law-education selection instruments turns on his argument for racially neutral tests. That is, Douglas's argument appears to say that public institutions have a particular responsibility to make certain that they conduct their affairs on a culturally neutral basis where racial minorities are involved. With respect to the selection of students into teacher education programs, Douglas's opinion, if adopted by the full court, would require substantial revision in institutional practices. Presently, college grades, English proficiency, and academic references are among the most commonly used criteria for selection of students. These appear not to meet the tests for adequacy that Douglas suggests in his opinion. While selection is an important phase in the training of teachers, Douglas's arguments are even more important with regard to certification or licensing. According to Freeman, Douglas's argument, when considered in the field of teacher education, would seem to make the use of such standardized and heavily relied upon examinations as the National Teacher Examination inappropriate.

328. Friedenberg, Edgar Z. The real functions of educational testing. *Change Higher Education*, 1970, *2*(1), 43-66. EJ014516.

Author maintains that educational testing is based on conservative and established norms of existing social structure. Test scoring is unbiased, but the bases underlying the interpretation of scores are contaminated by prejudices which operate to keep competence from obstructing the social process.

329. Froe, Otis D. Evaluating the achievement of the disadvantaged student. *Journal of Negro Education*, 1972, *41*(2), 121-126. EJ059451.

330. Gaddy, Dale; and others. Student activism in junior colleges. American Association of Junior Colleges, Washington, D.C., 1970. ED038963.

The first article in this review examines research on student rights, administrator and faculty attitudes, and administrative remedies. The next analyzes student unrest and protest activities in terms of cause and degree, extent of government involvement, and institutional characteristics. The third article considers new and revised legislation, investigating the topics of disturbing the peace, trespass, significance of previous conviction, and rights of non-students on campus. The necessity and desirability of prior planning and coordination between police and college officials, the application of joint tactics, and the authority of police on campus provide insights concerning their role in the succeeding article. The last two articles consider the background of black protest in general, and faculty reaction to black student demands in particular, From an historical perspective, much existing research regarding black youth is viewed as inadequate, with more to be done in the areas of home environmental influence, and white teachers' needs and limitations. The causes of faculty hesitancy to respond to threats and demands, and case studies in faculty reaction, focusing largely on the Los Angeles area, are considered.

331. Galambos, Eva C. Black college graduates and the job market in the south, 1980. Southern Regional Education Board, Atlanta, GA, 1976. ED129170.

Although blacks in the southern region made up 19 percent of the 1970 population, only about 11 percent of all bachelor's degrees and 916 percent of all master's degrees in the region in 1974 went to blacks. Black representation varies widely among fields of study, ranging at the bachelor's level from 2 percent in architecture to 23 percent in social work. Black college graduates have the best employment prospects when two conditions coincide: (1) greater demand than supply, and (2) blacks are especially underrepresented in the field. Fields that meet both conditions include the health specialties, engineering, accounting, computer sciences, public administration, and urban and regional planning. Teacher education and most of the social sciences are fields that least meet these two requirements and in which black graduates have the worst employment prospects. In 1974-75, 40 percent of all bachelor's and master's degrees earned by black students were in the field of teacher education, as compared to only 29 percent of all students.

332. Garcia, Ricardo L. Affirmative action hiring: Some perceptions. Journal of Higher Education, 1974, 45(4), 268-272. EJ096463.

Allows those involved in affirmative action policy making activities to have a better understanding of the real concerns of both the minority candidates and the institution.

333. Garcia, Ricardo L. A linguistic frame of reference for critiquing Chicano compositions. College English, 1975, 37(2), 184-188. EJ135923.

334. Garza, Raymond T.; Widlak, Frederic W. Antecedents of Chicano and Anglo student perceptions of the university environment. Journal of College Student Personnel, 1976, 17(4), 295-298. EJ144373.

Variations in sociocultural determinants of Chicano and Anglo student perceptions of the university environment were examined by using academic and demographic variables as predictors along the seven CUES dimensions. The results showed interesting differences in the prediction system of Chicanos and Anglos, reflecting basic cultural variations between the two groups.

335. Garza, Raymond T.; Ames, Russell E., Jr. A comparison of Anglo- and Mexican-American college students on locus of control. Journal of Consulting and Clinical Psychology, 1974, 42(6), 919. EJ112238.

Using Rotter's (1966) I-E scale, data were gathered on 204 college students. The findings not only contradict the stereotype that Mexican-Americans are fatalistic and controlled by external forces but they seem to suggest that their culture actually contributes to a greater perception of internal control.

336. Geller, Sanford E.; and others. Social reinforcement of attending: Effects on classroom learning in disadvantaged preschoolers. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver Colorado), 1975. ED119843.

This study investigated the relationship between visual attending and learning in a group of 16 Head Start children from low income families. Attending behavior (defined as "eyes oriented towards the teacher and/or teaching materials for a full 5-second interval") was measured for each child during a 10-minute story period on four consecutive days. During each story period, cassette recordings of two stories were played while the teacher showed corresponding pictures. Between the two stories, the teacher performed a number of distinct motor behaviors (i.e., arms raised over head). These motor behaviors were used to test children's recall of model behavior. After each day's storytime, children were individually questioned about the material presented during the second story and were asked to perform the same motor behaviors that the teacher had done between the two stories. Children were asked questions to which answers could be obtained: (1) only by looking at the pictures or (2) only by listening to the story text. Half of the subjects (the experimental group) received praise for orienting their eyes towards the teaching materials and not talking to other children. Results showed that the mean level of attending on treatment days for the experimental group was 70.25%

compared with 46.2% attending for the control group, a statistically significant difference. It appears that reinforcing visual attention does facilitate learning in the classroom for most children.

337. Genthner, Robert; and others. Racial prejudice, belief similarity, and human agression. Journal of Psychology, 1975, 91, 229-234. EJ127518.

Concludes that individuals high in racial prejudice are more agressive than individuals low in racial prejudice.

338. Gentry, Robert F.; and others. On the campus. Journal of College Student Personnel, 1975, 16(6), 520-523. EJ132311.

This section contains brief descriptions of innovative practices used on college campuses by counselors. Further information and relevant materials may be obtained from the author.

339. Gerboc, Ronald. ESEA Title IX Ethnic Heritage Studies Devnlopment Program Evaluation (1974-1975), Fund Number 46. Cleveland Public Schools, Ohio, 1975. ED121638.

An ethnic heritage studies project of the Cleveland Public Schools is evaluated. The purpose of the project is to create a program for research and curriculum development in ethnicity which will serve as a model to educational institutions throughout the country. Program efforts focused on five major activity areas including curriculum development, inservice training, dissemination of program materials, community involvement, and cooperative involvement with other projects. The program evaluation contained in this document revolves around major questions representing operational indices of attainment of the objectives of the project. According to the report, the outcomes of the project reflect the attainment of most objectives. The findings of the evaluation are presented in the first three sections of the document. The last, and largest, section contains a series of appendices relating to the program implementation.

340. Gies, Frederick John; Leonard, B. Charles. A model project for educating the underprivileged. Improving College and University Teaching, 1972, 20(2), 137-139. EJ062457.

341. Gifford, William R. Times ten-accounting's aim. Journal of College Placement, 1975, 35(2), 40-45. EJ112263.

This article discusses the unique programs being initiated to cope with the increasing need for minorities in the accounting field.

342. Gigliotti, Richard J. Residential stability and academic sense of control. Journal of Black Studies, 1976, 6(3), 221-256. EJ135428.

Suggests that stability level of an individual and the community in which he operates is directly related to a child's sense of control and consequently his achievement in school. Findings indicate that for whites, community stability is positively and significantly related to sense of control, with the inverse for blacks.

343. Glautz, Oscar. Family structure, fate control, and counter-normative political beliefs among lower-class black students. College Student Journal, 1976, 10(2), 121-122. EJ142698.

Data from black students (n=200) pointed to father-present versus father-absent differences on a four-item index of internal-external control (for males and females equally) and on four measures of political disaffection--three of the four for males along. Variations in fate control minimized male political differences. Results are discussed.

344. Glazer, Nathan. Ethnic groups and education towards the tolerance of difference. The Journal of Negro Education, 1969, 37(3).

This article addresses itself to the differences that exist between the educational achievements of ethnic groups. Nathan Glazer emphasizes that although genetic differences exist, the effect it has on one's achievement is not measurable. Cultural and social factors play an important role in dealing with educational differences and levels of achievement. However, Glazer states educational achievement relates less to intellectual capacity than to the ability to make use of education and what it can offer instrumentally so as to achieve desired goals, i.e., money, position, prestige, etc.

345. Godard, James M.; and others. The negro and higher education in the south. Southern Regional Educational Board, Atlanta, GA, 1967. ED017047.

This statement by the Southern Regional Education Board's Commission on Higher Educational Opportunity recommends that educational leaders in the region aim for providing equal higher educational opportunities for negroes in the south. Three measures are essential to the realization of this goal--(1) immediate steps to help negro college students overcome the handicaps of educational disadvantagement and cultural deprivation, (2) long-range plans to complete the evolution of the south's dual system of higher education into a single system serving all students, and (3) engagement of all types of educational resources to achieve equality of educational opportunity. The south's 104 traditionally negro institutions require drastic changes if they are to match their white counterparts in admission standards, breadth and depth of curriculum, quality of instruction, and preparation of students for employment. They also face serious financial, administrative, and teaching problems. General and specific recommendations are aimed at solution of these problems. This statement was prepared by the Commission on Higher Educational Opportunity in the South for presentation to the Annual Meeting of the Southern Regional Education Board (White Sulphur Springs, West Virginia, August 29, 1967).

346. Godfrey, Ernestine, Ed. Intelligence, achievement, self-concepts, and attitudes among 1216 typical sixth- and seventh-grade students in fourteen North Carolina Public Schools: Preliminary results of a study conducted January 1970. North Carolina Advancement School, Winston-Salem, 1970. ED045760.

The basic approach of the North Carolina Advancement School has been based on the belief that psychological and attitudinal factors of underachievement must be treated before students can achieve academically; the School's program, therefore, centers around improving the students' self concept, attitudes, and responsibility for learning. With boys from grades four through eight, this approach has been implemented with positive results. To obtain state-wide norms on attitudes, self concept, responsibility for learning, and intelligence and achievement, the School, with the cooperation of selected public schools, tested a total of 1,216 students. The data collected are in the process of being further analyzed; however, some preliminary comparisons on attitudes indicate that the Advancement School program has effected changes toward the norm.

347. Goldberg, Melvyn. American ethnic literature: An approach for an untracked high school class. English Journal, 1972, 61(9), 1315-1318. EJ069950.

Ethnic literature is an integral part of American literature. Teachers must take the time and effort to become informed about cultural minorities and their writings.

348. Goldberg, Miriam L. Adapting teacher style to pupil differences--teachers for disadvantaged children. 1964. ED002360.

Assumptions presented are--that a pupil's learning is mainly a function of the kind of teaching to which he is exposed, that there is no universally good teacher, but rather a variety of good teachers differentially suited by temperament and training to teaching different groups of students, and that disadvantaged children represent a describable pupil population in need of teachers who are uniquely good for them. Studies are cited which imply that variations in pupil achievement are related to variations in teacher performance and that the same teacher may affect different pupils differently. A hypothetical successful teacher of disadvantaged pupils would--respect pupils and be respected by them, be familiar with pupils' alien culture and understand rather than condemn it, be aware of pupils' family structure, physical environment, ethnic group membership, and language problems, but not expect a low level of achievement, set high but attainable goals to inspire the pupils and to give them a sense of their own worth, accept test scores as a fair and valid measure of the child's present academic ability while rejecting them as a measure of native intelligence, and thoroughly know the subject matter. To find teachers approaching these model characteristics, school administration should--recognize that disadvantaged children need uniquely prepared teachers, study the personal qualities, knowledge, and skills needed for successful teaching of slum children, develop and test reconstructed teacher education program, screen candidates to eliminate those without the desired traits, raise the standard of the disadvantaged area teacher by invoking all available reward systems, and make the schools more livable for the teacher, the teaching experience less frustrating, and supervision more professional.

349. Goldman, Roy D.; Hewitt, Barbara Newlin. An investigation of test bias for Mexican-American college students. Journal of Educational Measurement, 1975, 12(3), 187-196. EJ126982.

High school GPA and Scholastic Aptitude Test V and M scales were used to predict college GPA for Mexican-American and Anglo-American college students. Results indicated that regression systems were essentially parallel for both groups, with virtually no difference in intercepts, though prediction of Anglo GPA appeared slightly more accurate.

350. Goltermann, Glen; Doelker, Ricahrd E., Jr. The effect of traditional versus non-traditional grading policy on minority social work students. 1975. ED118648.

The purpose of this article is to deal with the following issues as they relate to educational grading policy: (1) to examine the use and misuse of grades in education; (2) to explore the use of performance based grading versus traditional grading and compare institutions using traditional grading versus those using performance based or non-traditional grading; and (3) to present an argument that normative and traditional grading policy may be adversely affecting the Office of Academic Affairs of the Florida State Board of Regents' affirmative action policy.

351. Gomez, Angel I. Mexican Americans in higher education. Paper presented at Symposium on Mexican American Education, Society for Applied Anthropology meeting, April 12-14, 1973, Tucsen, Arizona, 1973. ED077618.

Pinpoint specific recommendations for higher educational reform, the paper advocates changes in the recruitment, admittance, retention, and commitment to Mexican Americans. Investigating these areas, the report finds: (1) College admissions offices often recruit from other institutions, bypassing local "barrios", (2) unrealistic grade expectations and an unwillingness to work with students who do not fit the Anglo mold bar Mexican Americans from higher education. To retain these students, an environment is needed that provides reinforcement for individual motivation and cultural relation. Also, courses depicting Mexican heritage and culture would develop a stronger self-identification for the Mexican American student and a better understanding for the Anglo. Funding of Mexican American student services and academic programs should be an integral part of the university budget rather than a "special" and temporary fund.

352. Gomez-Quinones, Juan; Camarillo, Albert. Selected bibliography for Chicano Studies. Third edition, 1975. California University, Los Angeles, 1975. ED123009, copyrighted.

This bibliography gives critical attention to Chicano Studies materials in Spanish and English and emphasizes recent writings in the field. Approximately 900 books and articles, published between 1925 and 1975, are cited. Divided into 25 sections which are thematic or disciplinary in scope, the materials cover such topics as: the Mexican heritage, the United States context, economics and labor, education, fine arts, folklore, history (1598-1973), law and justice, library science, linguistics and language, literature (poetry, fiction, and literary criticism), media and communications, migration, philosophy and social critique, politics, psychology, public health, society, social structure and change, women, and Mexican writings (libros, articulos, and literatura).

353. Goodrich, Andrew. Minority group programs in community/junior colleges. Social Education, 1972, 36(2), 120-124. EJ051694.

354. Goolsby, Thomas M., Jr.; Frary, Robert B. Enhancement of educational effect through extensive and intensive intervention--The Gulfport Project. Gulfport Municipal Separate School District, Mississippi, 1969. ED047012.

Two hundred first grade children participated in an experimental program involving innovative curricula and instructional techniques. A pretest-posttest method of instruction, employing sequenced and structured learning activities, enabled each child to progress at an individual rate and was supplemented by a readiness program. Evaluation of the project was undertaken to determine the effect of generous expenditures, used to modify basic conditions (class size, for example), on achievement levels. Ability and achievement tests were administered to both the experimental and comparison groups throughout the year. Analysis revealed that although the average mental age was 6 months lower for the experimental group, it essentially matched the comparison group on achievement at the end of the school year. If mental age is used as a covariate, the experimental group exceeded the comparison group on 8 of the 10 achievement variables. The effect of other variables, including readiness, sex, father's occupation, integration, grouping, Head Start, and variable interactions on achievement are also reported. The validity of the Metropolitan Readiness Test is discussed in detail and implications of the study are pointed out. Instructional materials used in the project are listed in the appendix.

355. Gordon, C. Wayne; and others. Educational achievement and aspirations of Mexican-American youth in a metropolitan context. California University, Los Angeles, 1968. ED028012.

Mexican American educational aspirations and achievements were studied to determine why they tended to be considerably lower than those of Anglos and also to account for the sources of variation within each group, thus attempting to explain the particular contribution of school contexts of varying socioeconomic level and ethnic composition. A survey was taken of 6th, 9th, and 12th grade pupils in the predominantly Mexican American areas of the Los Angeles School District to determine educational patterns and to verify findings. Cumulative school records and questionnaires administered by the staff supplied the data. Academic ability differences between the 2 ethnic groups as measured by achievement tests were found to be the direct result of the teaching provided by the school. Further results indicated the following sources of influence on pupil performance: (1) family educational level was the most important for both groups, with family economic level contributing less; (2) pupil attitudes and values were important for both groups at all grade levels; (3) social context of the school contributed substantially to the performance of Mexican Americans at the elementary and junior high levels and minimally at the senior high level; and (4) English usage made a positive contribution for Mexican American pupils at all grade levels.

356. Gordon, Edmund W. Admissions policy: Implications and consequences I. *Liberal Education*, 1970, *56*(2), 270-277. EJ022308.

A radical change in admissions policies must be made to bring more of the weaker students into strong institutions and to make small institutions serve more of the stronger students.

357. Gordon, Edmund W. An annotated Bibliography on higher education of the disadvantaged. Columbia University, New York, 1970. ED038478.

One of the series of occasional papers originating from the Study of Collegiate Compensatory Programs for Minority Group Youth project, this annotated bibiliography focuses on the following: civil rights and access to higher education; programs and practices in higher education for the disadvantaged; characteristics of disadvantaged students; college admissions and guidance; and, the Negro college. The 98 items annotated are supplemented by an addendum of 27 others compiled by Edwina D. Frank, updating the main bibliography, and falling into the self-same categories. A majority of the items listed are journal articles, both in the main section and the addendum. Many items, nevertheless, relate to reports of programs, projects, and evaluative studies.

358. Gordon, Edmund W. A black educator's case for ethnic studies. *College Board Review*, 1972, *85*, 24-28. EJ064385.

359. Gordon, Edmund W.; Fahrer, Kimberly. Equal opportunity in higher education. The current state of the art and recommendations for change [and] A review of the studies of the programs. Columbia University, New York, 1976. ED123331.

These two articles focus on opportunity programs in higher education, the first of which notes that the state of the art of designing and delivering these programs is confused, contradictory, and yet encouraging. Positive and negative research findings and program variation contributes to the confused state of the art. Another problem concerns the indicators used to define the target population. These may be insufficiently sensitive to either plan adequately for educational experiences or to evaluate program effectiveness. The status of the programs is contradictory in part because the roles and purposes of the institutions in which they exist are contradictory. Overall, effects of programs is positive, even if limitedly so. When adequately supported and implemented, college completion rate is high and attrition low. Among recommendations for change include the following: the establishment of free or low cost continuing post secondary education, development of improved diagnostic assessment technology, and matching of student characteristics to institutional capabilities. A review of the studies of the program is provided in the second article, which notes that policy changes have occurred in three broad areas in the structure of higher education: admissions/ recruitment, financial aid, and curriculum. The practical responses to the necessity for change in these areas are then discussed as well as the theoretical issues involved.

360. Gordon, Milton A. An analysis of enrollment data for black students in institutions of higher education from 1940-1972. Journal of Negro Education, 1976, 45(2), 117-121. EJ140494.

This paper examines enrollment figures for blacks in colleges during the period 1940 to 1972 and develops a statistic that is more significant than either enrollment figures or percentages in order to determine the progress made by these students.

361. Gordon, Milton A. The correlation between performance in secondary school and performance on the ACT or SAT test. College and University, 1976, 52(1), 107-110. EJ146877.

The linear correlation between the high school percentile rank and five test scores is examined with regard to Afro-Americans, Spanish-Americans, and white students, and for male and female students. The results raise the question of how ACT and SAT test scores should be used in the admission process.

362. Gordon, Ruby D. An observation: Historical review of Indian education. 1974. ED125831.

Presenting an historical review of American Indian education, this document includes the following: (1) Introduction; (2) Definition of Terms; (3) Historical Background to Indian Education; (4) Indian Education: 1965 to the Present; (5) Cultural Identity in Representative Indian Groups; (6) Anthropology and Indian Education; (7) Conclusion.

363. Gottlieb, David; Bell, Mary Lou. Work expectations and work realities: A study of graduating college seniors. Youth and Society, 1975, 7(1), 69-83. EJ137121.

Among the findings are that men fare better than women in fulfilling post college career expectations, that women are less likely to obtain field related work and more likely to say they have experienced work discrimination, and that women anticipate less earnings and earn less - the one area where expectations match the reality.

364. Grad-student survey includes minority data. Physics Today, 1973, 26(8), 72. EJ081772.

365. Graduate and professional school opportunities for minority students. Educational Testing Service, Princeton, NJ, 1971. ED058275, copyrighted.

Presents a comprehensive guide to educational and financial opportunities for minority students. The 740 institutions listed represent a broad variety of educational areas ranging from art to medicine. The following information is provided for each school: person to contact, application fee, required admissions tests, percent of minority enrollment, and percent receiving financial aid.

366. Grambs, Jean Dresden. Intergroup education: Methods and materials. B'nai B'rith, New York, NY, 1968. ED029848, copyrighted.

Parts 1 and 2 of this book introduce the concept of intergroup education and survey types of materials and methods used for its presentation in the classroom; the remaining and major portion of the book (part 3) is an annotated bibliography of over 1,200 materials related to intergroup education. Part 1 focuses on those who need intergroup education. In part 2, the use of five types of materials is discussed with cross-references to portions of the bibliography: "real" materials, role-playing, open-ended stories or scripts, pictures, and affective materials. The bibliography, which is divided into 22 categories by subject matter or material type, covers the following: minority group background in America, with additional sections on Negro and African history and on Negro history adapted for school use; prejudice; civil rights and school desegregation; language and culturally different students; poverty and education; human relations education; city and state guides and reports; role-playing, games and simulation; background for elementary and secondary education; books for students and adults; textbook studies; pictures and films and their uses; recordings; bibliographies; journals; and organizations.

367. Gramlich, Edward M.; Koshel, Particia P. Educational performance contracting. An evaluation of an experiment. Publications Sales Manager, The Brookings Institution, Washington, D.C., 1975. ED114985, copyrighted.

This book examines in detail the experiment in educational performance contracting conducted by the United States Office of Economic Opportunity (OEO) during the 1970-1971 school year. Major objectives of the OEO project were to find out whether a private educational firm could teach educationally disadvantaged children to read and write better than local public schools could, and to find out how successfully the pecuniary incentive system operates in education. The official finding of the study was that private companies did not seem to teach better than the public schools did, but there has been much controversy over possible methodological and design defects in the experiment. The authors examine each of these arguments as they describe the design and operation of the experiment, in an effort to evaluate the significance of the various criticisms and to suggest how future experiments might avoid similar difficulties.

368. Gray, La Ruth Haskney. Project REACH: Reaffirming Each Students' Right to pursue academic challenge and higher educational goals. Practicum submitted in partial fulfillment of requirements for Ed.D. Degree, Nova University. 1975. ED118664.

Two influences that are held to produce a lack of academic motivation in mixed minority group children are identified. (1) Minority students frequently come from families that, for a variety of reasons, do not encourage academic excellence; (2) the New Rochelle school program does not compensate for this lack by offering replacement encouragement to uplift the students' self-concept and offset the debilitating effects of a motivation-less out-of-school environment. This practicum is stated to have been designed to modify these influences. It addresses itself to the development and implementation of a three-year family involvement program that would enable parents and students to make future choices based on more adequate information and decision-making skills and provide a framework in which parents would learn improved strategies for increased interaction between the child and parents related to educational choice, thereby promoting and broadening the aspirational level of black and Italian junior high school students toward future career choices. One of the significant outcomes of this project is stated to be that it was possible to enable students to achieve self-discovery while giving them a start towards self-direction. This practicum is now a full program at a junior high school.

369. Greeley, Andrew M. Ethnicity, denomination and inequality. Studies in Religion and Ethnicity, Volume 4. Sate Publications, Beverley Hills, California, 1976. ED127381, copyrighted.

This report relies on a composite sample of 12 National Opinion Research Center surveys (with a total smaple of 17,000) to trace out the basic outlines of the achievements of American denominational and ethnic groups. There are three fundamental questions addressed in this analysis: (1) whether there are inequalities of achievement among the various denominational and ethnic groups in American society; (2) whether these inequalities lend support for the Protestant ethnic hypothesis in a modernized and refurbished form; and (3) whether the acculturation paths of the ethnic groups -- Catholic and Jewish -- who poured into the United States between 1880 and the nativist immigration restriction acts of 1920 could be traced. Following an introduction, this report is divided into two separate sections. The first part discusses denomination and inequality of achievement. Within each section education, income, and occupation are discussed successively and then an attempt is made to reconstruct a demographic history of the various groups in the present century. Some concluding observations are made about the persistence of inequality among white non-Spanish Americans.

370. Green, Diane B.; and others. The non-white Vietnam veteran: Anxieties and frustrations with continuing an education. Journal of Non-White Concerns in Personnel and Guidance, 1975, 3(3), 104-111. EJ120607.

Discusses some of the problems encountered by Vietnam veterans as they attempt to complete their education.

371. Green, Robert L.; and others. The admission of minority students: A framework for action. Integrated Education, 1971, 9(2), 9-16. EJ034387.

Report presented to the Presidential Commission on Admissions and Student Body Compositions.

372. Green, Robert L. The black quest for higher education: An admissions dilemma. Personnel Guidance Journal, 1969, 47(9), 905-911. EJ004097.

373. Green, Robert L. Minority admissions and support. Journal of Student Financial Aid, 1975, 5(1), 24-31. EJ112817.

Discusses enrollments and standards in relation to minority admissions.

374. Green, Robert L. Minority admissions and support: Higher education and the quest for equality. College Board Review, 1973, 88, 14-18. EJ080537.

Report on a special conference entitled Minority Admissions and Support Services at Selective Colleges and Universities.

375. Green, Robert L. Minority group students at predominantly white universities: Needs and perspectives. Education, 1971, 92(1), 29-36. EJ046366.

376. Greenberg, Deborah M. Public policy issues in the quota controversy. Education and Urban Society, 1975, 8(1), 73-85. EJ131922.

Presents three cases based on actual federal court litigation to illustrate the problems involved in whether to set goals or quotas in affirmative action programs, discusses how she would adjudicate them if she were the presiding judge, and examines the issues involved in an attempt to clarify the areas of disagreement in the controversies over quotas.

377. Greenshields, Vern. Few natives on campus: Lack of relevance. Northian, 1974, 10(1), 8-9. EJ095064.

The low American Indian enrollment in the University of Saskatchewan, which is caused by the school's lack of relevance to the Indian people, is discussed.

378. Gregory, Gwendolyn H. Making the affirmative action plan work. Journal of College and University Law, 1973, 1(1), 16-19. EJ124426.

The Director of Policy Communications, Office of Civil Rights, U.S. Department of Health, Education, and Welfare (HEW) makes suggestions for implementing affirmative action plans: identify employment patterns and practices that discriminate against minorities and women, taking necessary steps to stop them, and monitor the effectiveness of the corrective action.

379. Grim, Ronald E. National archives and records service resources for the study of Native Americans. 1976. ED124321, copyrighted.

This paper describes the arrangement of National Archives records, identifies the major records pertaining to Native Americans, and presents an annotated bibliography of pertinent published finding aids. Presenting nearly 100 citations (1949-1975), the bibliography includes ordering information and is ordered via divisions and branches in the National Archives organization as follows: (1) General; (2) Civil Archives; (3) Military Archives; (4) Audiovisual Archives; (5) Cartographic Archives; (6) General Archives; (7) Center for Polar Archives; and (8) Regional Archives Branches. Most of the records cover the period 1775-1950.

380. Griswold, Erwin N. Some observations on the DeFunis Case. *Columbia Law Review*, 1975, *75*(3), 512-519. EJ129669.

Noting that the Supreme Court was wise in declining to decide the question in DeFunis v. Odegaard, the author outlines the arguments for minority admissions programs, including that of diversity in the law school student body. He recognizes also the limits to minority admissions programs and discusses the problem of admissions criteria.

381. Guerra, Manuel H.; and others. The retention of Mexican American students in higher education with special reference to bicultural and bilingual problems. California State College, Long Beach, 1969. ED031324.

The problem of retaining Mexican American students in institutions of higher education is reviewed in these 5 papers: "The Retention of Mexican American Students in Higher Education with Special Reference to Bicultural and Bilingual Problems" by Manuel H. Guerra; "Mexicanismo vs. Retention: Implications of Retaining Mexican American Students in Higher Education" by Philip Montez; "Retention of Mexican American Students in College" by Monte E. Perez, Maria Diaz, and Oscar Martinez; "Retention of the Chicano Student as a Comprehensive Program Unit of the Mexican American Student Origanization" by United Mexican American Students of the University of California at Los Angeles; and "Problems of Retention as Seen by Mexican American Students" by members of a Chicano Ethnic Studies Class (conducted by Marta Schlatter).

382. Guerrero, Adalberto; Arellano, Albert. Institute for guidance, counseling, administrative, supervisory and teaching personnel in vocational programs for Chicano students at the secondary or post-secondary school level. Final Report. Arizona State Department of Education, Phoenix, 1973. ED124753.

The goal of the project was to provide educational and guidance personnel in vocational and technical fields with new perspectives relating to teaching and counseling Mexican-American students. A two-week institute was held in June, 1973, at the University of Arizona for counselors, adminsitrators, teachers, and student representatives of high schools with large minority populations in Arizona, New Mexico, and California. Objectives of the institute related to providing career information and increasing awareness of cultural differences. Based on participant assessment of the problems facing the Mexican-American students in their relationship with counselors and teachers, a pilot program to increase the relevancy of the school program was developed. Also developed were programs for a bilingual resource center and a program to improve communication between teachers and minority students--project "RAP". The report of the project describes the institute, presents the programs developed, and includes the program schedule and participant lists. The evaluation instrument is also included with tabulated results and comments from participating groups--administrators, students, counselors, and teachers.

383. Guidebook to promising practices in compensatory education and Miller-Unruh reading program schools in California. California State Department of Education, Sacramento, 1973. ED120298.

The purpose of this guidebook is to give recognition to some of California's effective schools and, more importantly, to encourage interschool visiting. Emphasizing that organization leads to productivity, specific suggestions as to how to use the book and how to plan school visits are provided. Section I provides a roster of schools with promising practices in compensatory education and Miller-Unruh Reading Programs. Section II contains an inventory of program strengths on which validation teams rate the schools. Section III provides facts about the schools and describes ethnic content, target students, socio-economic background, staffing, and funds. Section IV provides a listing of other schools and special projects suggested by various program units within the State Department of Education. A directory of career education project sites is provided. The greatest value of this guidebook is seen to be for interschool visiting with the purpose of learning as much as possible about the process by which the improvement in measured achievement of disadvantaged students is achieved.

384. Guidelines for integrating minority group studies into the curriculum of Kansas Schools (Preliminary edition). Kansas State Department of Education, Topeka, 1969. ED050107.

This four-part guide outlines suggestions for the integration of minority studies into the curriculum of Kansas schools. Part 1, a discussion of how materials by and about minorities failed to be included in past curricula, is presented with a plea for their inclusion in the future. Guidelines for incorporating minority studies into existing programs, for library acquisition of materials on minorities, and for teachers' inservice study in this area are provided. In part 2, Joseph P. Doherty of the Kansas Commission on Civil Rights discusses institutional racism in American society. Part 3, a partially annotated bibliography, is designed for use in selecting a basic collection on minority studies. Subsections contain lists of recent books, curriculum guides, bibliographies, periodicals, and audiovisual aids. Part 4 contains criteria for and a bibliography on selection and evaluation of textbooks.

385. Gunne, Manuel G.; Leslie, Larry L. Exceptional graduate admissions at the Pennsylvania State University. Pennsylvania State University, University Park, 1972. ED061889.

This document analyzes and evaluates the exceptional graduate admissions program at Pennsylvania State University as instituted in 1970. Under this program, traditional admissions criteria are dropped to enable disadvantaged students to attend graduate school. On the basis of this study, the changes in graduate admissions policies at Penn State do not appear to adversely affect the quality of graduate programs. It further appears that the individual departments are capable of selecting students who fail to meet certain departmental standards, but nonetheless perform acceptably in the programs. Traditional graduate admissions policies do not appear to serve their ostensible purpose. They do not seem to afford substantial efficiencies to society by restricting graduate education to those most likely to benefit; rather, they have historically restricted persons from certain social, racial, or economic backgrounds. It would appear that institutions of higher education are coming to that conclusion. In the absence of some otherwise compelling evidence, equal consideration of all applicants would seem to be a wise policy.

386. Gurin, Patricia; Epps, Edgar. Black consciousness, identity, and achievement: A study of students in historically black colleges. John Wiley, New York, 1975. ED117280, copyrighted.

This book is the result of a series of studies conducted in several historically black colleges from 1964 to 1970. With a focus that changed from a study of activists to a study of students in an institutional context, the book is considered to aim at revealing and clarifying the concerns and dilemmas of black students during an uneasy period when many questions are being raised about the relevance of education. A first purpose of the book is to examine the relationship between relevant identity goals and the traditional academic goals of higher education. A second purpose is to present data gathered from questionnaires and interviews with several thousand black students that either counter common expectations or fill the void of information about black students. Separated into three parts, major topics addressed include individual achievement, collective achievement, and how the two are polarized, independent, or integrated. Data presented are said to document the extraordinary commitment of black students and their families to education.

387. Gutierrez, Elizabeth; Lujan, Herman D. The Kansas Migrant Survey: An interpretive profile of the Mexican-American migrant family. Kansas University, Lawrence, 1973. ED107419.

Originally a federally-funded organization created to serve migrant families in the 16 counties of Western Kansas, the Kansas Council of Agricultural Workers and Low-Income Families (KCAW-LIF) marked the first major effort to cope with the problems of migrant life by providing basic services at public cost. A survey of 245 migrant families was conducted from June through August 1972 in 10 of the 16 counties served by KCAW-LIF. Farmworkers were classified as seasonal, farm, and nonfarm residents. The analysis unit was the family; the family's principle breadwinner was interviewed. Since Chicanos comprised the largest segment of migrants, those interviewed were Mexican American. A questionnaire designed in English and Spanish was administered to obtain data concerning citizenship, family size, education, language facility, religion, settling out, living and working conditions, service availability, and basic migrant attitudes about services. Interviewers were 14 local bilingual Chicanos with experience as farmworkers in the survey area. Some findings were: (1) jobs and legal services were most often cited as being needed; (2) more families knew of the availability of services than had actually used them; and (3) 57.9 percent of the migrant families indicated that they would settle out in Kansas if permanent work were available, and 37.7 percent said they would not settle out in Kansas.

388. Guttman, Allen. Who's in this with me? The individual and his group. Teacher and student manuals. Amherst College, Massachusetts, 1966. ED028196.

Designed primarily for high school students who, for cultural or psychological reasons, find the traditional curriculum irrelevant, this unit deals with the problems of individual identity and group membership. Short readings taken from various periods and from various aspects of American society are used to set up discussions of racial, religious, and ethnic groups in America, with special emphasis on the student's own sense of himself.

389. Haas, Pat. Ethnic studies--Not separate, but not equal. *College Management*, 1974, *9*(9), 20-22. EJ106106.

A California study finds that ethnic studies programs are ineffective unless they are integrated into the total education of the student.

390. Hale, Frank W., Jr. A sprinkle of pepper: The state of black influence in white colleges and universities. *Journal of Non-White Concerns in Personnel and Guidance*, 1975, *3*(2), 45-52. EJ115626.

The influence of blacks in white institutions of higher education is no more than a sprinkling of pepper. The article discusses some problems facing the black students, black faculty and black administrators at these schools.

391. Hales, Loyde W.; Tokar, Edward. Does open admission equal open graduation? *College and University*, 1973, *49*(1), 58-61. EJ089621.

392. Haley, Bill. Cross over the bridge. *Journal of American Indian Education*, 1971, *10*(2), 1-3. EJ032413.

393. Hall, Lincoln H. Personality variables of achieving and non-achieving Mexican-Americans and other community college freshmen. *Journal of Educational Research*, 1972, *65*(5), 224-228. EJ053846.

394. Hamblin, John Ray. A study of some of the important factors which encourage Indian students in Apache and Navajo counties in Arizona to seek a higher education after high school graduation. Brigham Young University, Provo, Utah, 1963. ED055718, copyrighted.

This master's thesis sought to examine factors which encourage Indian students in Apache and Navajo counties in Arizona to seek higher education after high school graduation. Information was sought in an attempt to answer the following question: What effect do the tribal scholarship fund, students themselves, parents, high school teachers, and friends have on encouraging Indian students to seek higher education? Utilizing 126 completed questionnaires received from Indian seniors in 8 high schools and 40 completed questionnaires received from teachers of these students, the data were organized into 4 sections: student background and personal data, Indian family data, scholarship data, and teacher and school data. Among the conclusions, it was noted that most Indian high school seniors had a strong desire to continue high school and improve themselves; most graduating seniors were realistic in their educational desires; scholarships needed to be large enough to provide for essential student needs; parents were important in encouraging the students to seek higher education; and many Indian parents had unsteady income, thereby negating a secure source of money for their children's pursuits of higher education. Included are 6 recommendations, a 36-item bibliography, 26 tables, and the student and teacher questionnaires.

395. Hamilton, Charles V. The question of black studies. Phi Delta Kappan, 1970, 51(7), 362-364. EJ016925.

Discusses need for development of higher education study programs that give due recognition to America's extensive black sub-culture and are designed to help Negro Americans realize their legitimate social goals of recognition and achievement.

396. Hamilton, Phyllis D. Vocational education research and development for ethnic minority students. National Academy of Sciences - National Research Council, Washington, D.C., 1975. ED130160.

Vocational education research in minority group needs is examined in relation to its congruence with past directions and future trends in the larger social science research establishment. An overview of research conducted since the Vocational Education Amendments of 1963 is presented, with a subsequent description organized according to the needs of ethnic students at different educational levels. Among the conclusions resulting from this review of research are these: (1) The little research directed to needs of ethnic minority students has been underutilized; (2) the research was based on a social pathology model of cultural deficit and on stereotypes of cultural disadvantage without identifying positive attributes; (3) a negative self-concept was seen as the biggest block to motivation; and (4) staff attitudes and behaviors are critical variables in providing effective training. The paper reviews some discernible research trends with positive directions for the future of ethnic minority students, particularly research based on the concept of biculturalism. Finally, eight questions are presented which need to be addressed by future vocational education research targeted to minority needs. These questions involve interdisciplinary research, equal access to higher education, teacher expectations and effectiveness, the use of paraprofessionals and tutors, and community involvement.

397. Handleman, Chester. Opinions of selected faculty members on curriculum and instruction at five South Florida community colleges. Nova University, 1975. ED112956.

The need for two-year colleges to accommodate heterogeneous student bodies, including many underprepared and disadvantaged students, has resulted in the implementation of innovative teaching-learning approaches. In order to ascertain faculty attitudes toward innovative curriculum and instruction, 74 social science and English/foreign language instructors at five Florida community colleges were interviewed and asked to complete a questionnaire, one section of which required objective responses, and the other subjective, open-ended answers. About 75 percent of the respondents, in varying degrees, indicated that the rate of innovation in community college curricula should be reduced, at least for the immediate future. Many of the respondents pointed out that many innovative teaching formats have resulted in such phenomena as academic grade inflation, erosion of academic standards (including reduced student ability to write and, thus, to succeed in formal subjective or written examinations), and too little emphasis on cognitive learning. Respondents were not opposed to innovations per se, but felt that new formats should be required to prove themselves before their wholesale adoption. More uniform faculty and administrative policies are called for in order to prevent further erosion of academic standards.

398. Haney, Russell; and others. The prediction of success of three ethnic groups in the academic components of a nursing-training program at a large metropolitan hospital. Educational and Psychological Measurement, 1976, 36(2), 421-431. EJ145593.

This study involved the determination of the relationship between each of 15 predictor variables (primarily reflecting cognitive abilities and study skills) and each of 13 criterion measures representing course grades and scores on the National League for Nursing Achievement Tests.

399. Hanford, George H. Minority programs and activities of the College Entrance Examination Board: A critical review and a brief look ahead. College Entrance Examination Board, New York, NY, 1976. ED120197.

The College Entrance Examination Board's (CEEB) internal review of its efforts to develop and implement programs to expand educational opportunities for minorities and the poor revealed that the Board had not been as successful as it had hoped. Most of the Board's efforts to ensure equal access to higher education focused on guidance programs, test center desegregation, financial assistance, and test use. Although these programs benefited some, few changes occurred in CEEB's major testing programs. CEEB found that extensive validity studies confirmed the predictive validity of their tests despite accusations of bias. Massive aid, to the neediest first, was seen as the only method for improving the educational opportunities of the poor, as the Board's College Scholarship Service need-analysis system was inadequate. Suggestions for the future were presented in these areas:, explicit activities that should be continued or undertaken; explicit needs to which the College Board should make pragmatic response; explicit activities that should be deemphasized; general activities in which minority interests should be kept in the forefront of staff thinking; and areas in which the College Board has a social responsibility to support the interests of minority youth.

400. Hansen, Carl F. The scholastic performances of negro and white pupils in the integrated public schools of the District of Columbia. 1973. ED019319, copyrighted.

Three hypotheses which document the educational value of school integration are investigated in this article. The first hypothesis is that both white and negro pupils now enjoy educational conditions and opportunities superior to those previously available under a policy of segregation. Secondly, on objectively measured scholastic achievement tests negro pupils perform better now than they did when attending segregated schools. Finally, white pupils during the five years prior to 1963 have maintained a level of academic achievement consistent with their performance prior to desegregation. Statistical data are presented in support of these hypotheses. This article is published in "The Journal of Educational Sociology", volume 36, number 6, February 1963, p. 287-290.

401. Hanson, David J.; and others. Changes in the attitudes of college students. College Student Journal, 1976, 10(1), 8-9. EJ142652.

Responses of college seniors to 12 questions (regarding attitudes toward education, politics, minorities, and social change) administered to samples of the classes of 1969, 1970, and 1975 are presented. Findings do not support a campus "turnabout" from radical attitudes of the late 1960's, but suggest a general increase in pessimism.

402. Hare, Nathan. What should be the role of Afro-American education in the undergraduate curriculum? Liberal Education, 1969, 55(1), 42-50. EJ006013.

403. Hare, Nathan. The struggle of black students. Journal of Afro-American Issues, 1972, 1(2), 111-130. EJ079161.

Explores the perplexing process of the education of black students in America, the rudiments of which derive from the philosophies underlying early forms of formal instruction as well as the various and sundry repressive patterns and processes of pedagogy which have characterized the education of black students.

404. Hare, Nathan. What black studies mean to a black scholar. College University Business, 1970, 48(5), 56-60. EJ019704.

Discusses the necessity for a black studies program to involve or integrate the student into his community and the world at large.

405. Harkins, Arthur M., Comp.; and others. A bibliography of urban Indians in the United States. Minnesota University, Minneapolis. 1971. ED052871.

More than 450 publicatons on the American Indian are cited in this bibliography. The majority of these were published since 1960, with exceptions dating back as far as 1915. Although the primary emphasis is on urban Indians, their relocation, problems of the rural-urban transition, and adjustment to the urban environment, publications are cited which could be useful to the study of rural Indians. The bibliography is intended to supplement 2 additional compilations published by the Training Center for Community Programs: "U.S. and Canadian Indian Periodicals" by John A. Price and "Modern Native Americans: A Selective Bibliography" by Arthur M. Harkins et al.

406. Harkins, Arthur M., Woods, Richard G. Education-related preferences and characteristics of college-aspiring urban Indian teenagers: A preliminary report. Minnesota University, Minneapolis, 1969. ED030514.

A specially designed questionnaire was given to teenage urban Indians at a dance held for them in Minneapolis to determine the number who were "College Aspirants" (CA) or "Non-College Aspirants" (NCA) along with their preferences and characteristics. It was found that out of 135 usable responses, 95 were interested in attending a university (CA). In the CA group there were slightly more females, age ranged from 12 to 19 with median age at 14, and better than half were in the 7th, 8th or 9th grades. This group showed a strong interest in learning more about their tribal language, history, and culture. Attitudes about school, influences of teachers, relatives, and friends, and vocational and college preferences for both the CA and NCA groups were compared. The conclusions included that: (1) a substantial number of students had positive orientation towards college and efforts should be made to recruit them; (2) courses at the universities should include Indian studies; and (3) because of the shortage of Indian teachers, more efforts should be made to communicate to Indian students the opportunities and potentialities of teaching as a career. Tables of statistics and questionnaire responses are appended.

407. Harkins, Arthur M.; and others. Indians and their education in Minneapolis and St. Paul. The National Study of American Indian Education, Series II, No. 5, Final report. Minnesota University, Minneapolis, 1972. ED062057.

Problems of American Indians living in Minneapolis and St. Paul, Minnesota, are discussed in a series of reports presented in this document. Information gathered by questionnaire forms the basis for the reports on junior high school Indian students, elementary school Indian students, teachers of elementary and junior high school Indian students, and attitudes of Indian parents and influential persons toward formal education. Reported conclusions relating to the Indians in the metropolitan area are that there appears to be considerable need for (1) education for newly-arriving Indians; (2) vocational training for high school students; (3) job training for those of high school age; (4) college education for those who qualify; (5) home economics training for housewives; and (6) education as to metropolitan agencies, services, and resources. Recommendations based on these conclusions are presented.

408. Harkins, Arthur M.; and others. Public education of the Prairie Island Sioux: An interim report. National Study of American Indian Education, Series I, No. 10. Chicago University, Illinois, 1969. ED040797.

As a part of the Final Report of the National Study of American Indian Education, this study was conducted at the Prairie Island Indian Reservation located in southeastern Minnesota. The document presents an historical background of the small peninsula and its inhabitants, the Sioux Indians, which number approximately 25 families (1969). Data were obtained by interviews and questionnaires.

Persons interviewed included Indian parents, Indian students, non-Indian students, townspeople, teachers, and school administrators. Factors investigated included low achievement, poor school attendance, and the prevailing attitude of the Indian students and their parents toward education. In conclusion, the document lists 8 tentative recommendations reached through this study, with an overriding theme of an improved communication across intercultural barriers. Appended are data regarding legislation for the Indians, statistics on education of the Indians, and scholastic records of Indian students in the study.

409. Harris, Major L. Testing and evaluation in higher education and its effect on racial minorities. 1971. ED053213.

Do we control tests, or do these instruments of measurement control us? Standard scores, percentiles, norms, standard deviations and other elements of measurement can assist the educative process or degenerate into mechanical crutches. There is general concensus among most educators that learning is a multifactor experience involving, among other elements, the factor of environmental influences. Various studies have illustrated the effect of environment upon the academic achievement of youth and adults from racial minorities, especially those who reside in poverty communities. Educators who depend upon so-called measures of academic aptitude perform a disservice to students from racial minorities. Not only do these students become educationally crippled by this kind of single-factor decision making, but society also loses the talents of individuals whose potentials are too complex to accurately determine by scores obtained on tests of academic aptitude and achievement. Students from racial minorities could benefit more from diagnostic examinations which will assist them in analyzing and eliminating their learning difficulties. Instruments of this nature could become significant factors in the educational and career progress of people who have been economically and culturally deprived.

410. Hatfield, John T.; Irby, Charles C. Some concepts of sacred space among North American Indians. 1976. ED124316, copyrighted.

Since sacred space is revealed in the symbolism of the center, and sacred time is revealed in traditional Native American cosmogony, the symbols of the center and the myths of origin were analyzed for the: Naskapi; Pomo; Paiute; Navajo; Ojibwa; and Delaware American Indians. Analysis revealed the following: (1) for the Naskapi, all space is sacred and all present time is profane; (2) for the Paiute, some space is sacred sometimes and most time is profane and must be annihilated; (3) for the Pomo, some space is permanently sacred and some time is occasionally sacred; (4) for the Navajo, most space is permanently sacred and some time is occasionally sacred; (5) for the Ojibwa, some space is temporarily sacred in man-made structures and some time is sacred as a record of individual experiences; (6) for the Delaware, a permanent structure is sacred and regular times of ceremonies are sacred, so that time is celebrated rather than annihilated.

411. Hawkins, Robert B. A speech program in an experimental college for the disadvantaged. Speech Teacher, 1969, 18(2), 115-119. EJ002813.

412. Hawkridge, David G. Media taxonomies and media selection. Open University, Walton Bletchley, Bucks (England), 1973. ED092067.

The problem of how multimedia institutions should choose specific media for various learning tasks is explored in this informally written paper. Several approaches to the problem are reviewed and rejected as unsatisfactory solutions. The steps described in Briggs "Handbook of Procedures for the Design of Instruction" are briefly reviewed and shown to require analyses so complex that they must be rejected due to time and money constraints. The need for guiding principles for media selection, based on research, is emphasized; and some exploratory studies in this direction are mentioned.

413. Hawkridge, David G.; and others. A study of further exemplary programs for the education of disadvantaged children. Final report. American Institute for Research in Behavioral Sciences, Palo Alto, California, 1969. ED036668.

The principal aims of this study were to identify, select, analyze, and describe educational programs for culturally disdvantaged children from preschool through grade 12 which had yielded measured benefits of cognitive achievement. A literature search (mainly through ERIC) and mail inquiries followed by telephone consultations constituted the identification and selection process for the programs. Sixteen programs finally selected were visited on site, and as a result, five programs were eliminated. This report thus contains the descriptions of the remaining 11 programs, all meeting the criteria that no program was included unless data available indicated that pupils in the program had achieved statistically significantly greater gains on standardized tests than had controls, or had improved at a rate better than national norms. Programs described were mostly inner-city projects for black children, but two served mainly Mexican-Americans; descriptions relate to the nature, operation, and results of each program. The report also includes detailed descriptions of the methods and procedures employed in the study.

414. Hayes, Annamarie G. A study of economic needs of selected black and white students at a northern university. Journal of Student Financial Aid, 1975, 5(1), 4-16. EJ112815.

415. Hayes, Edward. Environmental press and psychological need as related to academic success of minority group students. Journal of Counseling Psychology, 1974, 21(4), 299-304.

The Stern indexes, used to access the relationship between press and need as related to academic success among minority students, served as the criterion to test the hypothesis that a significant relationship exists between psychological needs and environmental presses. Results of the study suggest a confirmation of this hypothesis. Positive correlations indicating congruence between student characteristics and specific environmental factors have implications for studies of college environments and student psychological needs related to academic performance among minority students.

416. Hayes, Edward J.; Franks, Joan. College environment: Differential perceptions of black minority students. Journal of Non-White Concerns in Personnel and Guidance, 1975, 4(1), 31-35. EJ125630.

Using questionnaires, it was found that there are differences in perception of academic pressures and university environment between academically least-successful (ALS) and academicially most-successful (AMS) black freshman students. ALS students perceived environment more nonintellectual and providing for social interaction than AMS students; former were more socially aware and less aggressive.

417. Haynes, Alfred. Influence of social background in medical education. Journal of Medical Education, 1973, 48(12), 45-48. EJ088142.

418. Heard, Gladys Carey; Stokes, Louise Dabney. The relationship of psycho-cultural factors to standard English use in the writing of selected black college freshmen. Rutgers University, New Jersey, 1975. ED120800, copyrighted.

A case study approach is used to investigate written linguistic performance among black college freshmen from lower socio-economic and black nonstandard English (BNE) speaking backgrounds who are assigned to remedial-type English skills courses and generally assumed by their teachers and others to lack either or both competence or performance ability in Standard English (SE). This study offers an alternative explanation which postulates bidialectal competence and accounts for nonstandard performance (particularly in writing) through a psycho-cultural hypothesis. This hypothesis postulates functional interference because of the operation of certain attitudinal and motivational constraints on black students' production of SE. Case studies of six randomly selected students from a list of freshmen assigned to remedial English classes in a predominantly black Southern college were employed. The findings revealed that the hypothesized psycho-cultural barriers to the students' SE written performance did not appear to operate significantly in the classroom writing of the six case study students.

419. Hedges, Larry V.; Majer, Kenneth. Female and minority representation in college majors as a function of mathematics requirements. California University, San Diego, 1976. ED123979.

Black female, Chicano female, Asian female and total female enrollment representations as well as total black, total Chicano, and total Asian enrollment representations were determined for undergraduate major areas at seven University of California campuses. The number of mathematics courses required for each major was also determined from the catalog for each campus. Significant negative correlations were found between the number of math courses required for majors and the representation of each female group and total group in the major except Asians. A significant positive correlation was found for all Asian females. Implications for increasing the representation of women and minorities in professional and academic careers are discussed.

420. Helms, Janet E.; Willis, Cecilia A. Factors contributing to the attrition of precollege minority students prior to freshman year. Journal of College Student Personnel, 1975, 16(6), 490-492. EJ132305.

Variables contributing to minority students' decisions not to attend a paricular university once admitted were investigated by a questionnaire and a subsequent telephone poll. Results suggested that dissatisfaction with financial aid weighed heavily in their decisions not to attend.

421. Hendel, Darwin D. College of liberal arts grades for students enrolled in the Martin Luther King Program at the University of Minnesota: Fall quarter, 1970, through summer session II, 1972. Minnesota University, Minneapolis, 1973. ED082638.

Previous reports from the office for student affairs at the University of Minnesota have contained a review of the literature on programs for high risk students, a description of the overall progress of students in the Martin Luther King (MLK) pogram, and a description of MLK students academic records. The present report continues this series and focuses on the courses MLK students have taken in the college of liberal arts (CLA) from the fall 1970 through the summer 1972. The purposes of the report are the following: (1) to describe the academic records of MLK students in CLA courses, and (2) to compare CLA grade point averages for various subgroups of students. These analyses were based on transcripts of 650 MLK students. A total of 1,015 different CLA courses were taken by the MLK students during that period of time. However, 104 of the courses had more than 10 MLK students registered during the period; of the courses, mean course grade point was "C" or higher in over 94% of the courses. The analysis of individual grade point averages across courses did not yield any significant subgroup differences.

422. Henshel, Anne-Marie; Henshel, Richard L. Black studies programs: Promise and pitfalls. Current trends in negro education and shorter papers. Section A. Journal of Negro Education, 1969, 38(4), 423-429. EJ013034.

Explores the academic, psychological, and social implications of hurriedly organized black studies programs for future negro higher education.

423. Hernandez, Norma G. Variable affecting achievement of middle school Mexican American students. Texas University, El Paso, 1971. ED059827.

Literature pertaining to research done on academic achievement of Mexican American students is reviewed in this paper. The literature deals with such variables as socioeconomic, physical, psychological, and cultural aspects; language factors; attitudes; language development; and environment. A 15-page discussion of recommendations for improving curriculum, instruction, and teacher education for educating the Mexican American is included. Also included is a bibliography containing over 200 relevant citations.

424. Heslep, Robert D. Preferential treatment and compensatory education. Educational Theory, 1976, 26(2), 147-153. EJ147286.

Arguments in favor of policies of preferential treatment for minority groups in higher education are subjected to philosophical analysis.

425. Hiatt, Mary P. A writing program for paraprofessionals. College Composition and Communication, 1973, 24(5), 405-408. EJ091045.

Describes a workshop at Baruch College for 125 paraprofessionals enrolled in a composition course at the college freshman level.

426. Higley, Bruce H.; Campbell, L.H.; and Adams, LaMar L. Academic success of American Indian students at a large private university. College and University, 1977, 53(1), 100-107.

This study conducted on an Indian reservation found that a substantial majority of the Indian graduates from the local high school desired a higher education (Adams, 1965). It was further discovered that very few obtained degrees or certificates of completion from an institution of higher education. Within this study, it was recommended that the particular academic program provide Indian graduates with special encouratement and help in preparing them for higher education. One program which specifically attempts to provide an education for Indian students in schools other than on the reservation is referred to as the Indian Placement Program. This program is sponsored by a private parochial organization. A student who requests and enters this program is placed with a volunteer foster family, which usually has a child of corresponding age, to attend a public school and live as a member of that family during the school year. He returns to his natural family home for the summer months. This program was officially started in 1954 with less than 50 participants and has grown to over 3,000 students living in foster homes in seven states and western Canada.

427. Higher education and final papers presented at the Association for Educational Data Systems Annual Convention (Phoenix, Arizona, May 3-7, 1976). Association for Educational Data Systems, Washington, D.C., 1976. ED125663.

Five articles on computer use in higher education and three final papers are included in this document. Implementing and evaluating computer technology in higher education is the subject of two articles, and another article describes instructional and administrative computing at a minority community college in a bilingual-bicultural setting. Application of a time sharing computer system to undergraduate business education and to teacher education is assessed in two papers. Computer use in a college-level high school biology course is outlined. Minicomputers for conducting real-time computer controlled experiments are evaluated. The document concludes with a case study of the publication of a course in computer programming.

428. Higher education public service responsibilities in the black community. Illinois University, Urbana, 1972. ED129133.

The public service role (PSR) of the University of Illinois and Parkland College in the black community of Champaign-Urbana was studied in a project funded under Title I of the Higher Education Act of 1965, channeled through the Illinois Board of Higher Education. As a pilot project, PSR explored current public service efforts by higher education in the local black community, efforts being made by community service offices of other Illinois institutions of higher education, and, most importantly, local black community perception of current and future activities in the community. The results were obtained by a series of three surveys and a conference of local black community residents and black personnel at the two institutions. Some major findings were that (1) the black community has a low level of familiarity with existing public service efforts of the two educational institutions; (2) an information center would be utilized by black community residents; (3) community and education leaders should work together to develop programs to meet community needs; and (4) the institutions should accelerate affirmative action programs to increase the number of jobs and job training programs for black community residents.

429. Hill, Norman. For liberty and equality. *Current*, 1971, *129*, 32-35. EJ040805.

Debates whether racial minorities should be granted preferential treatment regarding entrance requirements and achievement at the college level. Presents a rationale that does not favor this proposal.

430. Historical background: Indian higher education. *American Indian Journal of the Institute for the Development of Indian Law*, 1976, *2*(6), 2-4. EJ139813.

431. Hodgson, Thomas F.; Lutz, Larry. A study of the academic records of all students enrolled in the UW [University of Washington] Educational Opportunity Program: Autumn 1969 through summer 1973. Institutional Educational Research Report 142. Washington University, Seattle, 1975. ED104223.

This study analyzes the enrollment patterns and academic achievement of 2,615 undergraduate students entering the University of Washington Educational Opportunity Program between fall quarter 1969 and summer quarter 1973. Categories chosen for data summarization were: ethnic composition, sex, admissions eligibility, and average quarterly credits. Findings of the study indicate: (1) enrollment increased rapidly over the four-years under study; (2) black students, the largest group, experienced a rapid early buildup in number enrolled followed by an equally rapid levelling off; (3) in terms of admissibility, students entering directly from high school had the lowest percentage of those regularly admissible; (4) a majority of the Asian American students enrolled as regularly admissible students; (5) EOP students achieved an average UW cumulative grade point average of 2.2 and completed 10.3 credits per quarter on the average for a four-year period; (6) there were startling differences in academic performance across EOP students as a whole over the course of the four years. More than 400 students enrolled on the average for 12 credits per quarter but completed only 2.3 credits per quarter with a UW cumulative GPA of 1.0.

432. Holloway, Charles M. Cuban refugees and the American dream. Change, 1976, 8(9), 11-13. EJ146828.

The influx of Cuban refugees following Castro's rise to power and the Bay of Pigs invasion is described. Their settlement in southern Florida was aided by the educational community, particularly the schools and colleges of Miami, whose task will continue to be that of unifying the American and Cuban cultures.

433. Holsendolph, Ernest. Black colleges are worth saving. Fortune, 1971, 84(4), 104, 106-107, 118, 120, 122. EJ045146.

After briefly reviewing the history of black colleges, the author analyzes their function in contemporary society and argues that they were a vital and unreplaceable factor in providing opportunities in higher education for black students.

434. Hock, Wade F. A Head-Start type effort revisited: Educational and occupational achievement among participants. 1975. ED130784.

This study examined the effectiveness of intervention strategy in reducing poverty among children from low income families in an all-black community. Studied were 68 participants of a 1947 neighborhood project in Columbia, South Carolina. The project included an emphasis on language skills and intellectual growth, involvement of parents and community leaders, referrals for health services, nutrition supplement, social services, and supervised recreation. Follow-up twenty years later showed a substantial shift in the economic status of the subjects. When compared with the economic status of their parents, as well as with local, national, and regional occupational status, income, and unemployment rates of nonwhites, differential achievement on the part of the participants was found. Clear evidence is presented to show intergenerational occupational mobility. Examination of the data and of responses from interviews suggests that the project was contributory to the socioeconomic progress. Findings support the contention that poverty intervention programs have value.

435. Horowitz, Joseph L.; and others. Correlates of black and white university student grades beyond the freshman year. Maryland University, College Park, 1972. ED071557.

The freshman, sophomore and junior year grades of 126 black and 178 white freshmen entering the University of Maryland were used as criterion measures in this study on prediction of academic achievement as reflected in grades. Predictors included the Scholastic Aptitude Test (SAT), high school grade point average (HSGPA), the California Psychological Inventory (CPI), the Holland Vocational Preference Inventory (VPI), items from the University Student Census (USC), a locally developed attitude and demographic inventory, and information from admissions files on high school extracurricular activities. It was found that the black student who had good high school grades, is conscientious, independent, self confident, is interested in social service jobs, and feels the University should take an active role in changing society will tend to get higher grades at the University. The SAT and high school grades were a consistent predictor across the 3 years for whites.

436. Hostetler, John A.; and others. Cultural transmission and instrumental adaptation to social change: Lancaster Mennonite High School in transition. Temple University, Philadelphia, 1974. ED104761.

This study of a Mennonite community and a sample of its students attending both a Mennonite and a public high school examines the educational process. Research objectives were to (1) construct an ethnography of the Mennonite school in order to understand the process of cultural transmission, (2) discover the patterns of cognition of the study participants, (3) ascertain the function of informal networks and ethnic identity in the transmission of culture, and (4) provide inductive generalizations. Information gathered by participant observation, formal and informal interviews, and various measures of ethnicity and cognitive perception documents the process of change due to passage of time and school orientation. Findings about value orientation, normative activities, evaluation of ethnic membership, religious orthodoxy, self-esteem, social networks, learning potential, and personality types are presented in the report. The impact of the Mennonite school on student attitudes is found to be most influential in the areas of normative, preferred or accepted, activities. The school appears to have minimal impact on student attitudes toward ethnicity, orthodoxy, and self-concept. Statistical and descriptive data from the study are included in the report.

437. Howard, Bill. Blacks and professional schools. Change, 1972, 4(1), 13-16. EJ054368.

Black students are encountering difficulty in gaining admission to graduate schools, and once in, the attrition rate is great for financial and scholastic reasons.

438. Howell, John F. Factors contributing to a successful instance of elementary school desegregation. Paper presented at the American Educational Research Association annual meeting (San Francisco, California) 1976. ED120316.

Given a successful instance of public school desegregation, this study examines some of the factors that may have contributed to the integration effort. The initial section provides an examination of the historical and socio-political milieu building a context by which various change agents such as pupil mobility, prior experience in limited or voluntary desegregation, ethnic composition, parent participation, and relevant litigation efforts, can be better understood. The report also deals with the planning variables used in the development of the model. The final plan can be seen as a compromise between more idealistic and sociological concerns, and more realistic community concerns. The kindergarten, for one, remains a neighborhood unit and is not affected by the desegregation plan. Other basic concerns of the model are enlarged school attendance areas and an altered grade structure. a detailed evaluation conducted over the first full year of desegregation provides an examination of attendance, an analysis of achievement scores, and the results of sociological surveys and attitude assessments administered to schools during that year. The composite picture from results obtained by these studies indicated that desegregation was successfully implemented. One of the factors contributing to the success of the September 1974 elementary school desegregation effort is that all of the secondary schools in this city were desegregated by September of 1968.

439. Hoyt, Kenneth B. Career education: Contributions to an evolving concept. Olympus Publishing Co., Salt Lake City, Utah, 1975. ED123459.

The volume gathers together in one source a collection of Kenneth Hoyt's published and unpublished speeches, articles, and papers which trace the development of Hoyt's ideas on career education. Following an introductory section, Part 2 deals with stages in the development of career education concepts: defining career education, career choice, common sense about career education, success factors of career education, the world of work as a component in career development programs, a conceptual view of career education, and differences in defining career/vocational/occupational education. Part 3 contains separate chapters directed to the parent, teacher, counselor, vocational educator role, and employer involvement in career eductaion and the career education needs of minority, low-income, and handicapped persons. Part 4 focuses on the various challenges of career education at elementary, middle school, high school, community college, and teacher education levels. Part 5 contains chapters that examine the future of work and career education, answer the critics of career education, and evaluate career education's implications for instruction. A table of responses from educational leaders to "An Introduction to Career Education" is appended.

440. Hull, W. Frank, IV. The black student in higher education: A bibliography. Journal of College Student Personnel, 1970, 11(6), 423-425. EJ028662.

Author presents his selection of most significant writings on the issue of blacks in higher education.

441. Hull, W. Frank, IV; Davies, Marshall W. The black student in higher education: A second bibliography. Journal of College Student Personnel, 1973, 14(4), 309-312. EJ084150.

The articles listed in this annotated bibliography are most helpful and revealing of the vast literature focusing on the black student in higher education published since mid-1970. As such, this bibliography updates an earlier one.

442. Husbands, C.T. Structural effects of racial tracking in two inner city schools. Chicago University, Illinois, 1968. ED038456.

This study attempts to isolate variables which influence intelligence and achievement scores of disadvantaged black school children in the elementary school years. Based on a study of the mean changes in the IQ scores of third graders since they were in first grade, and of changes in the IQ and reading achievement scores of sixth graders since they were third graders, the report proposes that there are deleterious effects on the intellectual and academic achievement of black pupils. It is also proposed that these deleterious effects follow directly from their presence in a class where over a certain proportion of the student body is black. Social and psychological mechanisms contributory to the deleterious effects are explored. Socio-economic status along with inter-school mobility are also identified as two additional important variables. Tables giving test scores and results are included.

443. Ignatz, Milton G. Low black enrollment in chemisty and physics courses. Science Education, 1975, 59(4), 571-573. EJ133357.

A survey of 45 public high schools in Florida shows an extremely low enrollment of black students in science courses. Suggests that vague career aspirations, parental and counselor roles, and perhaps a certain degree of racism account for the enrollment figures.

444. Illich, I. The false ideology of schooling. Saturday Review, 1970, 53, 53-68.

445. Immenhausen, Richard L. Academic performance of Chicano EOG recipients. Journal of Student Financial Aid, 1975, 5(1), 50-56.

446. Improving the skill of two-year college faculty in working with minority group business and engineering technology students. Summer institute and follow-up program. Final report. City University of New York, Brooklyn, NY, 1972. ED068637.

Funded by a state grant through the Bureau of In-Service Education under the Education Professions Development Act, Part F, this 2-week summer institute and 1-semester follow-up project to improve skills in working with minority group students was sponsored by New York City Community College and the Division of Teacher Education of the City University of New York. Participants included 50 2-year college faculty members who were involved with business technology and engineering technology students. Learning and developing new teaching techniques by understanding the problems, viewpoints, and aspirations of minority youth students, particularly Negro and Puerto Rican, was the major emphasis. The theme of "open admissions" was focused on by means of various presentations during the entire summer institute. Participants developed individual demonstration projects which were carried out during the fall 1971 semester and summarized in reports. A series of separate group meetings were held, and at the final meeting after separate morning sessions, the entire group reassembled for a summary and critique session. While a number of valuable changes have been proposed, evaluations by participants and key consultants were positive. A participant questionnaire, project reports, and a list of consultants and staff are appended.

447. Indian college students' perspective of education. Journal of American Indian Education, 1976, 15(2), 18-22. EJ133189.

448. Indian education; annual report 1966-1967. Montana State Department of Public Instruction, Helena, 1967. ED041651.

The 1966-67 annual report of Indian education from the Montana State Department of Public Instruction emphasizes the growing awareness of Indian youth looking to higher education and vocational training beyond high school. It is noted that the Indian education supervisor, in cooperation with the Bureau of Indian Affairs, disseminates information regarding financial aid available for post-high-school education. The report discusses the followup program conducted by the 2 offices to encourage and stimulate greater student achievement. The document lists those who took advantage of the assistance for additional education during the year 1966-67. Brief descriptions of each of the 7 Indian reservations in Montana are given, along with statistics on enrollment, attendance, graduates, dropouts, adult students, and reimbursements and disbursements of Federal funds for Indian education in Montana. In conclusion, it is noted that administrators of schools with Indian enrollments indicated a need for improvements in reading and attendance, and a decrease in dropout rates among Indian students.

449. Indian education; annual report, 1968-1969. Montana State Department of Public Instruction, Helena, 1970. ED041653.

Information is provided on education for Montana Indian tribes during 1968-69. Indian students attending institutions of higher education through the aid of Federal funds are listed by name, and breakdowns of funds allocated by the Johnson O'Malley Act are given. Tables provide statistics on Indian enrollment, attendance, and graduates, as well as disbursement of Federal funds for the education of Indians in Montana. The report encompasses elementary schools, high schools, and mission schools on and off the 7 Indian reservations in Montana. In conclusion, the report lists funds allocated through Public Law 874 and the Elementary and Secondary Education Act.

450. Inge, M. Thomas. Minority voice in American literature: A course outline. Exercise Exchange, 1974, 18(2), 12-14. EJ112356.

Describes and outlines a course in which students read and write about the social, cultural, and ethnic mores of minority groups in this country.

451. Interim EMR-EH Program; End of project year report: 1972-1973. ESEA, Title III project. Clark County School District, Las Vegas, Nevada, 1973. ED101505.

Presented is the end of project year (1972-73) report of an interim program to improve the academic performance and behavior of 48 educable mentally retarded and educationally handicapped adolescents 12- to 17-years-old who had been excluded from special education classes. Reported are performance measures (such as teacher developed inventories and anecdotal records) in four revised program objectives: student achievement in specialized curriculum to develop reading, arithmetic, social, and preoccupational skills; increased student academic output and rate of appropriate behavior through implementation of operant principles; successful student return to regular special education programs; and parent contact. Included in the appendices are sample student evaluation forms in social living and occupational skills, an explanation of the reinforcement point system used, and the anecdotal records of the 48 students.

452. Invitational papers submitted to the Select Education Subcommittee of the Education and Labor Committee of the U.S. House of Representatives. Educational Testing Service, Princeton, NJ, 1971. ED051314.

These invitational papers submitted by ETS staff members to the Select Education Subcommittee discuss various aspects of educational change and improvement, planning and evaluation. Papers include: "Open Education: Changing Schools for Children" (Edward A. Chittenden); "Planning for New Students to Higher Education in the 70's" (K. Patricia Cross); "The Desegregation/Integration Dilemma in Higher Education: Implications for Research from Minority Student Experiences" (Junius A. Davis); "Statewide Assessment: Its Future and Potential for Educational Reform" (Henry S. Dyer, Robert J. Solomon); "Mass Higher Education and the Economic Benefits of a College Degree" (Rodney T. Hartnett); "Learning to Learn in Infancy: The Development of Competence Motivation" (Michael Lewis); "Teaching in the Knowledge Society" (Frederick J. McDonald); "Credit by Examination and the External Degree" (Robert J. Solomon, John R. Valley); and "Meeting the Measurement Needs of Education" (William W. Turnbull). Most of the papers include bibliographical references.

453. Jablonsky, Adelaide, Comp. The education of Puerto Rican children and youth: An annotated bibliography of doctoral dissertations. ERIC/IRCD Doctoral Research Series, Number 6. Columbia University, NY, 1974. ED094054.

The enactment of ESEA Title I in 1965, resulting in a flood of new programs, provided fertile grounds for doctoral dissertation research on the education of the disadvantaged. The ERIC/IRCD staff, believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to provide comprehensive collections of abstracts in those areas of special interest to the center. This document is the sixth in the series of publications entitled ERIC/IRCD Doctoral Research Series. This annotated bibliography is organized with the citations falling in three sections entitled: "Studies of Puerto Rican Students on the Mainland"; "Comparisons of Puerto Rican Students with Those of Other Ethnic Groups"; and "Studies of Schools and Students in Puerto Rico". Subject, author, and institution access indexes are appended.

454. Jablonsky, Adelaide, Comp. Reading and language arts curriculum for minority groups: An annotated bibliography of doctoral dissertations. Doctoral Research Series No. 13. Columbia University, NY, 1975. ED110593.

One hundred and nineteen documents comprise this ERIC Clearinghouse on Urban Education comprehensive annotated bibliography of doctoral dissertations on reading and language arts curriculum for minority groups. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International, dating from 1965 through 1973. The topical areas included are: reading (preschool, elementary and secondary), language of children, teaching of language arts, bilingual students and programs, language arts books, black dialect, black English, and black literature. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutional indexes are also provided.

455. Jackson, Reid E., II, The effectiveness of a special program for minority group students. Journal of Medical Education, 1972, 47(8), 620-624. EJ061678.

The need for physicians in minority group communities demands that medical schools actively recruit and educate minority group students.

456. Janassen, Peter A. Navaho C. C.'s unfulfilled promise. Change, 1975, 7(9), 52-53. EJ126195.

In the mid-1960's the Navaho tribal council created a two-year community college but it has had many problems educating students who have previously known only Bureau of Indian Affairs (BIA) schools.

457. Janssen, Peter. DQU their own place in the sun. Change, 1973, 5(1), 45-48. EJ070523.

DQU in an unique higher learning enterprise modeled by American Indians and Chicanos for American Indian and Chicano students.

458. Jarmon, Charles. Education as a dimension of status incongruence between parents and the self perceptions of college students. Sociology of Education, 1976, 49(3), 218-222. EJ145458.

Focuses on black students from families in which wives have or have not attained higher educational statuses than husbands. The author concludes that maternal dominance, as measured by wives having higher levels of educational attainment than husbands, has limited bearing on black students' motivation.

459. Jayatilleke, Raja, Comp. Collegiate compensatory programs. ERIC/CUE capsule bibliography series, number 5. August 1976. Columbia University, NY, 1976. ED128498.

This is the fifth of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard ERIC Clearinghouse profile for urban and minority concepts. Such descriptors as compensatory education, compensatory education programs, college bound students, college admission, college entrance examinations, open enrollment, college placement, college preparation, and Negro colleges are used to encompass the concept of College Compensatory programs. The bibliography covers materials in the ERIC system from January 1970 through July 1976. The cited items are arranged exactly as they have been printed out by computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided.

460. Jeffries, Raymond L., Jr. Recruiting technology students in a statewide educational system. Engineering Education, 1975, 65(8), 835-836. EJ126495.

Describes recruiting techniques used by the North Carolina Community College System. These techniques include: utilizing projects which identify the future plans of high school seniors, sending representatives to high schools, and working closely with job placement services.

461. Jelfo, Donald T. An evaluation of the Developmental Education Program at Cuyahoga Community College Eastern Campus. Nova University, Fort Lauderdale, Florida, 1974. ED099036.

The purpose of this study was to evaluate the developmental education program of the Eastern Campus of Cuyahoga Community College. An evaluative model was constructed by accepting the performance standards and program guidelines that Roueche and Kird listed in "Catching Up; Remedial Education" (1973), after their study of five successful programs. The components of the Eastern Campus program were described and found in a number of significant areas to differ from the model. Data on the academic performance of a sample of developmental students for the 1973-74 academic year were collected and presented. Interviews of faculty, counselors, and paraprofessionals were also conducted. On the basis of the data collected, recommendations were made to bring the Eastern Campus developmental program into line with the guidelines of Roueche and Kirk.

462. Jennings, Don, Ed. American Indian health careers handbook. Second edition, 1975. Association of American Indian Physicians, Inc., Norman, Oklahoma, 1975. ED125828.

This handbook provides information relative to American Indian health careers in terms of need, opportunity, preparation, and information sources. Designed to encourage American Indian youth to seek careers in the health professions, this handbook describes the enormous need for American Indian health professionals, emphasizing the leadership role open to those who pursue health professions within the Indian community. Each of the following health fields is defined and briefly described: Medicine; dentistry; pharmacy; nursing; veterinary medicine; osteopathy; podiatry; and the public health professions. Health careers are also described in terms of the agencies and places where one might work (private practice, schools, community health, etc.). Discussion of preparation for health careers includes the following: secondary school preparation; college level training and preparation; admission into the health professions schools; special Indian programs; and financial planning. The final section of this handbook presents additional information sources (counseling and advice, a listing of other information sources, and a recommended reading list).

463. Jennings, Helen; Eggleston, Allen. Inner Circle. California Council for the Social Studies Review; 1974, 14(2), 26-27. EJ110008.

This simulation focuses on one of the social and psychological difficulties inherent in the assimilation process, the language barrier.

464. Jensen, Arthur R. How must can we boost IQ and scholastic achievement? Harvard Education Review, 1969, 39(1), 1-123. EJ008537.

The author argues that the failure of recent compensatory efforts to produce lasting effects on children's IQ and achievement suggests that the premises on which these efforts have been based should be reexamined. He begins by questioning a central notion upon which these and other educational programs have recently been based: that IQ differences are almost entirely a result of environmental differences and the cultural bias of IQ tests. After tracing the history of IQ tests, Jensen defines the concept of IQ pointing out that it appears as a common factor in all tests that have been devised thus far to tap higher mental processes. After arguing that environmental factors are not nearly as important in determining IQ as are genetic factors, Jensen proceeds to analyze the environmental influences which may be critical in determining IQ. He concludes that prenatal influences may contribute the largest environmental influence on IQ. He then discusses evidence which suggests that social class and racial variations in intelligence cannot be accounted for by differences in environment but must be attributed partially to genetic differences.

465. Jensen, Henry C.; Hopewell, Alan C. Inservice on minority history, culture, and problems; One district's progress report. California Journal of Teacher Education, 1975, 2(5), 78-86. EJ128633.

466. Johnson, Carroll F. Achieving racial balance--the White Plains story, a comprehensive report. School Management, 1968, 12(1). ED024701.

The school superintendent describes the process of integration in the White Plains, New York, schools and reports on some findings of a before and after study of achievement. The racial balance plan, achieved by busing inner city negro children to formerly all-white schools, has not had an adverse effect on the academic achievement of white students, nor has it led to a white middle class exodus. The negro students "tend" to achieve at a higher level. Most parents and teachers are willing to support the racial balance plan and teachers are learning to work out the problems involved in heterogeneous classrooms. School integration was helped by a generally favorable social climate, and especially by the active, positive, stand of the school board and the female opinion and status leaders in the city. Community acceptance was also gained by the positions of the PTA, the newspaper, the city officials, and consultants. During the summer of 1964, school personnel were prepared for the advent of integration in September. It is felt that the Board erred by failing to actively involve the faculty in the preparation of plans to implement the resolution on racial balance.

467. Johnson, Davis G.; Dube, W.F. Descriptive study of medical school applicants: 1974-75. Association of American Medical Colleges, Washington, D.C., 1975. ED121209.

Tabular data are presented which indicate substantial increases in numbers of medical schools, applicants, applications, and new entrants from 1970-71 through 1974-75. It appears that the rates of increase have been declining somewhat since 1972-73. Substantial increases have been found among female and minority group applicants and acceptees. The quality of the applicant pool, as measured by MCAT scores and by undergraduate college grades, continues at a very high level and has whoen less changes over the years under study. Major exceptions have been gains in the science subtest of the MCAT and in the proportion of admitted students with "A" average. It is concluded that the number of applicants may be starting to level off, but that the admission process at U.S. medical schools promises to continue to be a voluminous, expensive, and important activity. Each of the 25 tables is accompanied by descriptive commentary and deals with four major headings: applicant and application activity, academic background, demographic information, and career plans.

468. Johnson, Davis G.; Sedlacek, William E. Retention by sex and race of 1968-1972 medical school entrants. Journal of Medical Education, 1975, 50(10), 925-933. EJ124520.

While the national study reported here reveals recent medical school attrition rates to be lower than for 1949-58 entrants, the rate for women and underrepresented minorities is still less than for white males, although the gap appears to be narrowing. Recommendations for optimum retention are included.

469. Johnson, Henry. Black students at white colleges. Today's Education, 1975, 64(1), 33-36. EJ131663.

This article discusses the problems and conflicts faced by black college students and ways in which they are expected to react or cope with the problems.

470. Johnson, Lary; Faunce, R.W. Minneapolis secondary school students' attitudes toward school by achievement, race, and sex. Minneapolis Public Schools, Minnesota, 1973. ED113391.

In May 1972, Minneapolis public school students in grades 7-12 were given the 93-item Student Opinion Questionnaire (SOQ), an inventory that measures student attitudes in several school-related areas. This report describes junior and senior high student responses by achievement in school, racial/ethnic background, and sex. Students who identified themselves as high academic achievers had substantially more positive attitudes toward many aspects of school than did students who saw themselves as low achievers. Black students at the junior high level expressed more favorable attitudes toward school than did white and Indian students. A greater percentage of blacks than whites and Indians said they liked school, that the curriculum was relevant, and that they were involved in decision making. At the senior high level these differences between racial-ethnic groups were not as pronounced. Senior high blacks were not as positive as junior high blacks, while senior high Indians were morepositive than junior high Indians. Few substantial differences between females and males occurred. Males had less positive attitudes than did females on the items related to unfair punishment and racial attitudes. Females expressed greater anxiety about speaking in front of the class, and tended to have more positive attitudes than males toward school in general and the presence of positive reinforcement.

471. Johnson, O. Clayton. The importance of black colleges. Educational Record, 1971, 52(2), 165-170. EJ041478.

Author supports, with philosophical reasons and statistics, the continuation and improvement of the predominately black colleges.

472. Johnson, Roosevelt. Irreparable cleavages in the academic community. NASPA Journal, 1972, 10(1), 21-25. EJ059797.

The author concludes that the ideological are inherent and desirable in the academic process. Racial problems have been a social reality in the American society and will therefore continue on the campuses which are in fact microcosms of society.

473. Johnson, Walter L. Admission of men and ethnic minorities to schools of nursing, 1971-1972. Nursing Outlook, 1974, 22(1), 45-49. EJ089154.

A regional and State analysis of minority group admissions (men, black students, students of Spanish-speaking background, and American Indian or Oriental background) to RN and LPN/LVN schools of nursing in 1971-72 is tabulated and discussed.

474. Johnson, Willard R. Minority access to higher education in the Commonwealth of Massachusetts. Academy for Educational Development, Inc., Washington, D.C., 1973. ED081369.

Minority access to higher education in the Commonwealth of Massachusetts falls short of its obligation by nearly 8,000 students. One barrier to minority student access is the location of the state colleges and community colleges, most of which are removed from urban centers where minority populations are concentrated. However extra effort, outreach programs, better communications, and more stringent efforts to work with high schools to improve motivation and preparation could be more important than location in giving access to minority students. The barriers that need to be eliminated to achieve access for minority students include: (1) inadequate preparation at the primary and secondary level; (2) need for special programs and supportive services to compensate for such deficiencies; (3) lack of adequate financial means to attend college; and (4) a discouraging atmosphere for minority students at institutions of higher education. Recommendations include: (1) establishment of a Commission on Minority Access to Higher Education; (2) development of community and state colleges into access/entry points for minority students; (3) minority students should receive 40-50% of scholarship resources; and (4) support for special programs to assist minority students in preparation for college.

475. Jones, J. Charles; and others. Differences in perceived sources of academic difficulties: Black students in predominantly black and predominantly white colleges. Journal of Negro Education, 1975, 44(4), 519-529. EJ133696.

Students attending predominantly white colleges are more likely than those attending black colleges to see competition with other students and inadequate high school preparation as sources of academic difficulties.

476. Jones, James D.; and others. Increasing the gap between whites and blacks: Tracking as a contributory source. Education and Urban Society, 1972, 4(3), 339-349. EJ061163.

477. Jones, Phillip E. Educational opportunity students: Their learning environments and achievements. Paper presented at the annual meeting of the American Education Research Association (San Francisco, California) 1976. ED125518.

As part of a symposium on the performance of black students in higher education, viewed from the perspective of the theoretical learning model proposed and recently elaborated by Benjamin Bloom, this document discusses the instructional process in Educational Opportunity Programs in terms of functional components. These programs, operated at most institutions throughout the country, are special service programs to assist "disadvantaged" students in adjustment and succeeding at the institutions. Reported are the achievements of students from fifteen educational opportunity programs across the nation.

478. Jordan, Mary J. On counseling minority students in a university center. Journal of the American College Health Association, 1974, 23(2), 146-150. EJ111671.

479. Jordan, Vernon E. Blacks and higher education -- Some reflections. Daedalus, 1975, 104(1), 160-165. EJ108122.

This article examines the relationship between blacks and the college environment. Emphasis is placed on declining enrollment, financial problems, and lack of blacks in the fields of science and the professions. Black colleges are offered as part of the solution for blacks who cannot affort the high-cost predominately white institutions.

480. Judy, Stephen, Ed. Resources for the teaching of English: 1974. National Council of Teachers of English, Urbana, Illinois, 1974. ED088049, copyrighted.

The purpose of this publication is to provide "access to tools", to help English teachers locate and select information and materials for multi-component writing and literature courses. It is divided into three main sections: The first is a catalog of "New Products and Publications for 1974", which includes brief descriptions of materials --from over 100 commercial publishers--that were released during the 1973-74 school year. The second section reflects the growing interest of English teachers in new sources of literature, particularly books by and about members of ethnic minorities. "Multi-Ethnic Literature in America" provides a source of materials, including bibliographies of the white ethnic experience, black adolescent literature, the

Mexican-American experience, and American Indian literature. The third section offers "Ideas and Materials for Teaching English". Access lists on media aids, a list of 100 professional reading or starting a departmental library, a description of the ERIC documents retrieval system, and a list of schools and organizations willing to exchange curriculum materials conclude the document.

481. Julian, Joseph; Layne, Phillip J. Effectiveness and styles of leadership in black student programs. Journal of Non-White Concerns in Personnel and Guidance, 1975, 3(2), 66-73. EJ115629.

This article investigates the effectiveness of variously administered black student programs on predominantly white campuses.

482. Junior high phase of a multiphase program for assimilating variant and rural youth into an urban education setting. Final evaluation report. Board of Education, St. Cloud, Minnesota, 1968. ED032981.

Evaluations of 2 experimental programs developed by the St. Cloud, Minnesota, school system with funds from Title III, ESEA, are given in this report. Section 1 describes the Junior High Development Center, a program designed to help students who had very low basic education skills and showed signs of becoming school dropouts, but had the potential to graduate from high school. Ten students were chosen for the experimental program and 10 students were used as a control group. Students in the experimental program spent half a day in the program and half a day in regular school classes. The experimental group scored significantly higher on a mathematics test and were rated by parents as having significantly improved behavior. There were no significant differences on class grades, reading test scores, and teacher and counselor evaluation of behavior change. Section 2 of the report describes the Special Program for the Enrichment of Educationally Deprived (SPEED), a related program developed for 7th grade students enrolling 27 students with low basic skills who were potential dropouts, and 11 special education mentally retarded students. The program was characterized by flexible programs, tutoring, small group instruction, and field trips. An evaluation indicated that the majority of students showed a general improvement in grades, school adjustment, and behavior.

483. Just, Glen Arthur. American Indian attitudes toward education in select areas of South Dakota. South Dakota State University, Vermillion, 1970. ED046577, copyrighted.

Two self-defeating assumptions represent recurrent themes in the literature of American Indian education. One assumption explains Indian educational underachievement as stemming from value conflicts with the dominant culture; the second explains underachievement on the basis of poverty and isolation. The two assumptions imply that the Indian lacks motivation, that his cultural orientation prevents him from achieving educationally, and/or that widespread poverty--with its resultant social and physical isolation--intensifies the first two conditions. The present study found an inverse relationship between favorable attitudes toward education and Indian cultural identification.

A large majority of the 46 Indians who were given the study questionnaire were positively predisposed to continue their education at the college level. The sample was composed of 16 full-time college students, 13 part-time college students, and 17 college-eligible high school graduates who had never enrolled in college. The study found that conditions of limited income did affect educational advancement. Lack of motivation to pursue college programs was not found. Increased education was found to be positively associated with increased identification and/or acceptance of the white culture.

484. Kalvelage, Joan. Cinco exemplos. Edcentric, 1972, 4-7, 28-42. EJ070526.

Offers a description of 5 southwestern institutions serving American Indian and Chicano students; Tlatelolco Field Study Center, Casa de la Raza, Farmworkers Community School, Colegio Jacinto trevino and Deganawidah-Quetzalcoatl University (DQU).

485. Kane, Frank; Baker, Gary G. Minorities and prejudice in America. Teacher and student manuals. Amherst College, Massachusetts. 1966. ED028191.

This high school unit on prejudice encountered by minority groups begins with contradictory descriptions of the character of American Democracy and raises the question, "Is American democracy intrinsically tolerant?" Then, students are invited to examine a number of specific episodes reflecting the treatment of various types of minority groups. A final brief selection from Gordon Allport's "The Nature of Prejudice" suggests the sociological factors that re-enforce prejudice, after which students asked if Allport's generalizations apply to American society.

486. Kaniel, Soshana. The social background of students and their prospect of success at school. Israel National Commission for UNESCO, 1971. ED060274, copyrighted.

This document is an English-language abstract of a report prepared by a research worker in reply to an IBE questionnaire on the subject. The goal of Israeli education policy has been to raise the educational level of the more backward immigrants to Israel who form a large culturally deprived group, while maintaining an already high standard of education for other segments of the population. The Israeli system of education has shown itself to be dynamic and flexible. In spite of enrichment programs for underprivileged children, experience has shown that the academic ability gap between children of Western cultural tradition and those of Afro-Asian cultural tradition is magnified in the school setting. There are three causes for this, on the part of the culturally deprived--background of poverty, lack of experience, and poverty of language. Population groups showing this syndrome are designated in Hebrew as "those in need of nurture", a term with no negative connotations. A school is thus classified "TT" on the basis of three criteria: (1) scholastic achievement as measured by a national achievement test; (2) the composition of the school population; and (3) the composition of the teaching staff. The full report is available in microfiche from the International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland.

487. Kaplan, Frances Balgley, Ed.; Meade, Margaret, Ed. American women, the report of the President's Commission on the Status of Women and other publication of the commission. 1965. ED018715, copyrighted.

The President's Commission on the Status of Women was established in 1963 by President John F. Kennedy to analyze the condition of women in the United States today, review accomplishments in improving their status, and recommend means of overcoming discriminations in employment and services that will help women continue their role as wives and mothers while working. Seven committees explored in depth civil and political rights, education, home and community, federal and private employment, protective labor legislation, and social insurance and taxes. Each issued a report. This volume contains the final commission report and recommendations, committee reports rewritten to stress supplementary materials, give background information, and discuss commission suggestions that have been implemented, and summaries of two consultations held under commission auspices. In her introduction and epilogue, Margaret Meade comments critically on the report and makes additional suggestions and observations, stressing the need to consider the problems of women who are not employed, but who as wives and mothers center their creative lives around the home. There are charts of statistical data and tables showing comparative state positions on the legal status of women. This document is available, for $6.95, from Charles Scribner's Sons, New York, 274 pages.

488. Kaplan, George. The unlikely alliance: COP and academe. City University of New York, NY, 1975. ED118545.

It was recognized during the early 1970's that colleges had a responsibility to the communities in which they existed and that more and more people who were not white, middle class, or 18 were demanding a college education. The Career Opportunities Program (COP) was involved in getting colleges and universities to make several kinds of changes in their teacher education programs. One of the changes many institutions made was to establish open admissions or an admission policy in which students lacking normal prerequisites could be accepted on a probationary basis. On-site instruction was another innovation, with professors teaching courses in community schools. Many minority students and older students received bachelors degrees. Most COP students did unexpectedly well both academically and as teachers. Through this program, some teacher aides received degrees, while others received paraprofessional degrees and a concomitant rise in status. Conservative institutions, through association with COP, tended to become a little more progressive, while institutions which were already experimenting with socially relevant programs did so even more.

489. Karr, Ken; McGuire, Esther. Mexican Americans on the move--Are teacher preparation programsin higher education ready? 1969. ED031348.

Failure of the educational system to provide for the Mexican American student can be seen by his dropout rate which is twice that of the national average and by his schooling ratio which is 8 years compared to 12 years for the average Anglo. In order to solve the problems of the low-income, bicultural, bilingual Mexican American student, higher education must prepare teachers who can cope with cultural, psychological, and linguistic conflicts. To be effective

In solving these problems a teacher needs training: (1) to understand the dysfunctions between the values of the Mexican American culture and that of the Anglo; (2) in counseling the particular difficulties of this group; and (3) in linguistics and courses on how to teach English as a second language.

490. Kasschau, Ricahrd A. Black/white America: A two-week unit on relations between the races. Office of Education, Washington, D.C., 1972. ED120092.

The human relations teaching unit suggests materials and activities designed to sensitize students toward racial matters and group interaction of blacks and whites in American society. It is intended for use in an ongoing psychology or related course on the secondary level. The guide recommends that teachers remain neutral introducers of evidence which is to be weighed and evaluated by the students, who are consequently expected to move toward a goal of increased understanding. Units are included on such topics as Minorities and the Police, Minorities and the Employment Agency, The Kerner Commission Report, Discrimination, Freedom Riders, School Bus Incident, and Conditioned Helplessness. The lessons include directions for organizing role playing, field trips, visits by outside resource persons, data collection, volunteer activities, interviews, surveys, studies of ethnic characterizations and population characteristics, plus an extensive bibliography for further study by teachers. Each lesson includes a list of references, "Cautions" and "Follow-up" sections, and behavioral objectives. Step-by-step procedural instructions are given for lessons which are arranged on a one hour pre day basis for a period of two weeks.

491. Katz, Irwin. Problems and directions for research on public school desegregation. Yeshiva University, NY, 1967. ED015989.

This paper reviews research on public school desegregation and suggests directions for further studies. It notes that researchers should continue to investigate the factors which affect the pace of desegregation, such as the pressures of the negro community and of the state and other agencies. For example, they should study the specific hostilities white parents feel toward desegregation since the attitudes of many negroes is a response to these hostilities. Strategies for school desegregation, also candidates for further research, include educational parks, the merging of urban and suburban school districts, and the enlistment of support from influential private citizens. Current research on the effects of integration indicates that the educational background and aspirations of other students in a classroom positively influence a negro student's achievement and his sense of control over his fate. Moreover, the extent and quality of the acceptance to the negro student in the desegregated school, his vulnerability to stress, the race of the students with whom he is to be compared or with whom he compares himself, and the race of an experimenter or teacher also affect his achievement, and should continue to be studied. Specific research on the influence of teacher characteristics on the learning process might also be conducted. This paper was presented at the Research Dissemination and Training Conference, held at Yeshiva University, June 26-30, 1967.

492. Katz, William A. Minorities in American history textbooks. Equal Opportunity Review, June 1973. Columbia University, NY, 1973. ED085431.

Studies have shown that textbooks have treated the black person as invisible or as a problem and generally have failed to note that bigotry has been a fundamental American attitude since the arrival of Columbus. One might have thought that by 1973 publishing houses would have eliminated the need for this type of criticism, but this is not the case. The Michigan Department of Education has reported on a study of 75 texts used in its secondary schools, and the results are chilling. To unsure accuracy and balance the educators selected three reviewers for each text, carefully trying to mix professional historians, classroom teachers, professors of education and district social studies personnel. The reviewers were adked to rate their one or two assigned texts on the basis of accurate presentation of minorities. The two-volume report, constituting the most thorough study of its kind, focused not only on the black role but on that of other minorities, and some reviewers included women in their evaluations. The 46 experts were asked to evaluate the texts on a scale of "Very Good", "Good", "Fair", or "Poor". Of the 75 texts only eight received "Very Good" as a rating, 15 were rated "Good", 31 were rated "Fair", and 21 were rated "Poor". Thirty-one percent of the ratings were on the positive side; 69 percent on the negative side.

493. Kaufert, Joseph; and others. A preliminary study of Mexican-American medical students. Journal of Medical Education, 1975, 50(9), 856-866. EJ124435.

Results of a 1973 mail questionnaire survey of Chicano medical students are reported, indicating that the group, the majority being educated in California and Texas, is similar to the majority of medical students in some respects but different in such areas as language use and parental socioeconomic status.

494. Kaufman, Barry; Botwinick, Rena. Student retention and graduation at the City University of New York: Fall 1970 to Spring 1974. City University of New York, NY, 1975. ED115145.

This document concerns the retention and graduation of students at the City University of New York. Major attention is devoted to those who entered the senior and community colleges of CUNY as first-time freshmen in September 1970. This group was the first to enroll in the university under the open admissions policy. This report includes the group status (enrolled or not, graduate or not) after eight semesters, and data on retention and graduation. First, findings are presented for men and women and by students' area of residence, as well as for high school average categories. Second, data on freshmen class entering CUNY each fall since 1970 is used to compare the retention of the first open admission students with subsequent enrollees. Last, some comparative statistics on graduation are presented including: data for a CUNY sample prior to open admission, data from a national sample of college students, and data from a selected group of two-year and four-year colleges.

495. Keach, Everett T., Jr., Ed.; and others. Education and social crisis; Perspectives on teaching disadvantaged youth. John Wiley & Sons, New York, 1967. ED033168, copyrighted.

A collection of readings presents 49 papers published between 1959 and 1965. The volume is organized into three parts: (1) cultural values and family life of disadvantaged youth; (2) problems facing disadvantaged youth in the schools; and (3) programs and progress in meeting the educational needs of disadvantaged youth. Introductions by the editors summarize the papers most of which are well-known and familiar. Included are such authors as Basil Bernstein, Frank Riessman, Rosalie Wax, and Lee Rainwater.

496. Kee, Daniel W.; Rohwer, William D., Jr. Elaboration and learning efficiency in four ethnic groups. National Institutes of Health, Bethesda, Maryland, 1972. ED063084.

Paired-associate learning efficiency was assessed within four low-SES ethnic population (black, Chinese-American, Latino-American, and white) as a function of presentation conditions and methods of measurement (verbal recall vs. pictorial recognition). A mixed-list paired-associate task was administered individually to 40 second grade children from each group. The results revealed substantial effects for presentation conditions, but not for populations. Nevertheless, the pattern of conditions effects differed as a function of both populations and measurement method. An explanation of the results was discussed in terms of the concept of differential memory coding as a function of specific subject characteristics.

497. Kee, Daniel W.; Rohwer, William D., Jr. Noun-pair learning in four ethnic groups: Conditions of presentation and response. Journal of Educational Psychology, 1973, 65(2), 226-232. EJ088747.

The present experiment was performed in order to investigate learning efficiency within four different ethnic groups: black, white, Chinese-American, and Spanish-American. In all groups, sampling was confined to children from low-socioeconomic-status communities.

498. Kell, Diane; and others. A study to dicument the effects fo altering traditional dental school recruitment and admissions policies for minority students. Volume I: An overview. Abt Associates, Cambridge, Massachusetts, 1974. ED112772, copyrighted.

This study evaluates the current position of minority students in dental school, focusing particularly on the issues of recruitment, financing, separate supportive services, and handling minority affairs. It uses four separate schools to arrive at generalizations about difficulties and capacities in admitting, financing, and policy making in relation to minority students. Tables and supplemental statistical data are included in abundance.

499. Kendrick, S.A. Extending educational opportunity - Problems of recruitment, admissions, high risk students. Liberal Education, 1969, 55(1), 12-17. EJ005915.

500. Kent, Calvin A.; Johnson, Jerry W. Indian poverty in South Dakota. South Dakota University, Vermillion, 1969. ED042529.

An analysis of economic problems of the American Indian population in South Dakota is given in the document. The purpose of the study was (1) to characterize and describe Indian poverty and (2) to measure the impact of this poverty, in economic terms, on the economy of the state and to analyze some of the programs in operation to ease the Indians' economic distress. Current (1969) statistical information is presented on Indian population and manpower, employment, land use and ownership, income, health, and the number and type of Federal programs dealing with Indians in South Dakota. Chapters are devoted to background, characteristics of Indian poverty, reservation marketing systems in North Dakota and South Dakota, costs of poverty, evaluation of current programs, and summary and conclusions for the study. Each chapter gives conclusions independently; however, the overall conclusion was that, for example, due to lack of job opportunities, inadequate education, and poor health, the conditions of poverty for the Indian are deepened. It is noted that there is a need for rethinking the entire approach toward current programs so that they will contribute to a solution rather than to the problem of poverty.

501. Kickingbird, Lynn. A case for Indian controlled community colleges. American Indian Journal of the Institute for the Development of Indian Law, 1976, 2(6), 5-11. EJ139814.

Various American Indian controlled community colleges are discussed and 14 rationales for their continuation are presented.

502. Kilbourne, Carl George. The relative success of high risk students enrolled in the degree programs of Berea College. University Microfilms, Ann Arbor, Michigan, 1971. ED067005, copyrighted.

This study examines the relative success of high-risk students during and subsequent to enrollment in Berea College. The study was designed to determine: (1) the nature of selected personal and educational characteristics; (2) the secondary school ranks; (3) the enrollment and graduation rates; (4) the dropout rates; (5) the academic dismissal and transfer rates; (6) the comparison of the grade-point averages among the various degree programs; (7) the comparison of class rank and GPA of high-risk students with non-high-risk students; (8) the education, employment, salary, and job satisfaction of former high-risk students; and (9) the opinions of former high-risk students relative to the value of the Berea College experience.

5(3. Kilson, Martin. Whither black higher education? School Review, 1973, 81(3), 427-436. EJ079229.

White faculty and administrators must recognize that the use of inferior standards of education and evaluation for black students represents one of the cruelist blows any segment of white America has dealt black advancement since Emancipation.

504. Kirschner, Samuel A.; Poteet, G. Howard. Non standard English usage in the writing of black, white, and Hispanic remedial English students in an urban community college. Research in the Teaching of English, 1973, 7(3), 351-355. EJ089335.

Significant correlations, especially between the black and white groups, and black and Hispanic gropus, indicate that all groups show similar types of non-standard English usage and generally with the same frequency.

505. Kishibay, C.O. Seek + inspire + remediate = matriculate. Engineering Education, 1974, 65(3), 234-237. EJ114720.

Describes a program which seeks out minority students with a potential for engineering education, inspires them to enter the program, enrolls them in an intensive seven-week remediation phase, and matriculates them into a college of engineering.

506. Klein, Easy. The ebony tower. Change, 1975, 7(5), 19-20. EJ117793.

The Moton Center for Independent Studies is the first think tank designed specifically to meet the needs of black scholars from minority institutions. The Center, funded by a combination of public and private grants, will provide advanced study for 20 postdoctoral fellows each year.

507. Klein, Easy. The new ethnic studies. Change, 1974, 6(6), 13-16. EJ099717.

Ethnic studies are focused on the problems, history, culture, customs, values, and politics of white ethnic groups in America.

508. Klingelhofer, Edwin L. The College Opportunity Grant program of the California State Scholarship and Loan Commission; a report on and evaluation of the 1969 and 1970 COG selection procedures. California University, Berkeley, 1970. ED047645.

The College Opportunity Grant (COG) program was established by the California legislature in 1968 and was intended to provide monetary grants to financially needy students, primarily from ethnic minorities, to assist them while attending college. This paper contains: (1) a side-by-side description of the characteristics of the 1969 and 1970 applicants and grant recipients: numbers, reasons for ineligibility, ethnic backgrounds, types of institutions enrolled, and anticipated majors of COG winners; (2) an evaluation of the success of the 1969 program based on an analysis of the college performance of that year's winners; (3) a discussion and appraisal of the program as it now stands; and (4) a summary and recommendations.

509. Lamb, R.R. Validity of the ACT interest inventory for minority group members. No. 72. American College Testing Program, Iowa City, Iowa, 1976. ED126114.

Data from this study suggest the ACT interest inventory is appropriate for use with minority group members. Data from 2,280 college seniors (1,237 males and 1,043 females) representing black, native

American, oriental American, Spanish-surnamed American, and white ethnic groups were analyzed to determine whether the ACT Interest Inventory could classify minority group students as accurately as white students into appropriate educational major groups. In addition, the structure of measured interests, as indicated by the intercorrelations of the six ACT Interest Inventory scales, was compared across the white and minority samples. For most minority groups, the percentage of clean hits (correct classifications) was as high as or higher than the percentage for the white sample. With one exception, native American males, the interest structure was also highly similar for white and minority samples.

510. Lamberg, Walter J. Accuracy in measuring oral reading in English by a student with a Spanish language background. 1975. ED128767.

This study examined the accuracy of teacher-candidates in conducting an informal oral-reading inventory, in English, of a student whose English exhibited Spanish language features. In one test, subjects recorded, analyzed and scored an inventory; in a second, they analyzed and scored miscues which were already recorded. Subjects had training and experience in using inventories. The subjects were highly accurate in determining a reader's reading level and in distinguishing between miscues that were Spanish features and those that were not. It was concluded that differences between the language of teacher and student may not be a problem when teachers use informal, objective, individualized diagnostic instruments.

511. Landix, Raymond B. Improving the retention of minority engineering students. Engineering Education, 1976, 66(7), 737-739. EJ140019.

Discusses programs aimed at lowering the dropout rate of minority engineering students.

512. Lane, Hugh W.; and others. The black agenda for higher education. College Board Review, 1969, 71, 6-20. EJ002295.

Panel discussion at the annual meeting of the College Board, October 1968.

513. Larick, James. The use of the initial teaching alphabet in teaching English as a second language to speakers of Spanish. Literacy Discussion, 1972, 3(3-4), 398-401. EJ073380.

Lists advantages of using the initial teaching alphabet for language learning.

514. Lavin, David E.; Silberstein, Richard A. Alternative admissions criteria at the City University of New York: Effects upon ethnic composition. 1976. ED124611.

The purpose of this paper is to consider two criticisms which have been directed at the new admissions policy of the City University of New York. First, it is suggested that this policy has the effect of ending open admissions. If open admissions is defined as the provision of access to the university to all high school graduates in New York City, then the new criteria do maintain open admissions. This contrasts with the earlier eighth grade model which clearly would have ended the program. The second assertion made is that the new criteria create an ethically segregated system within the university. The conclusion on this point is more ambiguous. First, the community colleges have, since the very inception of open admissions, contained a larger proportion of minority students than the senior colleges. If one considers only students not in special programs, the new admissions policy does increase the initial disparity somewhat. On the other hand, if one considers all students including those in SEEK and College Discovery, then it is clear that the new policy does not change the minority group enrollment proportions. The essential conclusion is this: with special program students included, the new model approximates very closely the senior college-community college minority group ratios which existed under the original admissions policy.

515. Lavin, David E.; Silberstein, Richard A. Effects of new admissions criteria upon the ethnic composition of the City University of New York. 1975. ED124603.

On December 15, 1975, the Board of Higher Education of the City of New York passed a resolution requiring that all applicants demonstrate on eighth grade reading and numerical competence level to be required for admittance on a full time, matriculated status. In as much as the open admissions policy had the aim of increasing the participation of minority group students in the University, a set of analyses were conducted designed to assess the effects of the new admissions criteria upon the ethnic composition of the University. It was found that 72 percent of blacks, 20 percent of whites, and 65 percent of Puerto Ricans who were admitted in 1971 would have been excluded had the new admissions criteria then been in effect. Unver the original open admissions policy in effect in 1971, the ethnic composition was as follows: 18 percent black, 72 percent white, and 10 percent Puerto Rican. If the new policy has been effective at that time, the composition would have been 7.5 percent black, 87 percent white, and 5 percent Puerto Rican. In short the minority group enrollment would have been reduced from about 28 percent to 13 percent. Forty-four percent of those who entered with less than the eighth grade reading level in 1971 had either graduated or were still enrolled in CUNY three years later. There were no significant ethnic differences.

516. Law school admission procedures. American Indan Journal, 1976, 2(2), 14-16. EJ134956.

A step by step procedure for American Indian students applying to law school is presented.

517. Law schools and minority groups: A guide to opportunities in legal education for minority group students. Scholarship Information Center, University of North Carolina YMCA-YWCA, Chapel Hill, NC, 1969. ED035362, copyrighted.

This book contains information on legal education opportunities for minority groups, focusing especially on scholarships and special programs. The bulk of the book consists of a directory of the approximately 135 law schools that responded to a questionnaire. For each school, information is offered on: total size, freshman class size, out-of-state enrollment, minority group enrollment (Negro, American Indian, Spanish-American, and "other"), expenses, general admissions requirements, admissions personnel, and scholarships, programs, and special admissions considerations for minority applicants- The Herbert Lehman Education Fund, the John Hay Whitney Foundation Opportunity Fellowships, and the Martin Luther King, Jr. Fellowships are described. Information is also included on the Law School Admissions Test and the programs and activities of the Council on Legal Education Opportunity.

518. Lea, James; Farias, Hector. A summer health sciences experience for minority group students. Journal of Medical Education, 1972, 47(11), 903-904. EJ065444.

519. Lee, Clarence A.; West, John R. An evaluation of student performance based upon utilization of extended opportunity programs and services. Nova University, Fort Lauderdale, Florida, 1974. ED103049.

Disadvantaged students need more than financial support if they are to function well in a community college. The hypothesis of this study is that non-traditional students who take advantage of the total Extended Opportunity Programs and Services (EOPS) package will perform better academically than those who utilize only financial aid. A review of literature concerning non-traditional students, teachers of non-traditional students, and developmental programs precedes discussion of the study. The GPA's of 50 students who were on academic probation and subsequently received the full services of EOPS were compared to 50 students who were on academic probation and received financial aid and/or book grants but did not receive peer counseling or tutorial services. Data were obtained from mid-term and final grade reports for Fall 1973 and Spring 1974 semesters. The data show that the average GPA for EOPS students who received full supportive services tended to improve significantly; their collective GPA rose from 1.61 to 2.53. Those who did not receive tutorial and peer counseling services did not significantly improve their GPA's. Flow charts of monitoring procedures for those students receiving full services and those receiving only financial aid are appended, as are GPA reports for each student studied.

520. Leitka, Eugene. Sources of financial aid for American Indian students. American Indian Resource Associates, Oglala, S. Dakota, 1974. ED113090, copyrighted.

Some 22,000 American Indian students requested assistance for higher education from the Bureau of Indian Affairs (BIA) in 1973, but the BIA only had funds for 11,395 students. While funds theoretically were available from other sources, only 3,000 out of 12,000 eligible students were able to benefit from them. A cooperative agreement between the U.S. Office of Education, the BIA, and the Office of U.S. Civil Rights is pending release. The agreement is designed to eliminate discrimination against Indian students seeking financial aid from other available Federal sources and is directed toward the educational institutions as recipients of Federal funds, placing them under contractual compliance procedures and making it their responsibility to serve all races without discrimination. The proposed draft was produced in January of 1974 by the U.S. Office of Civil Rights, which if adopted will bring about clarification of college responsibilites in this matter. The directive states: (1) that funds provided under Basic Educational Opportunity Grant or other Federal programs are to be made available to all eligible Indian applicants on an equal basis without regard to their eligibility for assistance through programs operated by the BIA; and (2) that the level cf Indian need is not to be projected as lower than that of non-Indians.

521. Leitka, Eugene; Tuckwin, Gerald. Survey of educational concerns of Indian organization leaders, school and agency superintendents, education administrators, workshop and seminar participants, tribal leaders. Research and Evaluation Report Series No. 46. Bureau of Indian Affairs, Albuquerque, NM, 1976. ED129513.

During October and November 1975, American Indian organization leaders, school superintendents, Bureau of Indian Affairs' (BIA) administrators, education administrators, workshop and seminar participants, parents, tribal leaders, and school teachers were surveyed on what they considered the primary concerns of education at the field level and the priorities and recommendations for improvement. Data were obtained through personal interviews with individuals and groups and mailed questionnaires. Meetings with Indian organizational leaders were held in Washington, D.C.; Denver, Colorado; and Oklahoma City, Oklahoma. The seminar was held at the Southeastern Oklahoma State University. Responses were ranked in the order of their frequency and placed in the order of priority. Among the survey findings were: too many non-educators were allowed to make decisions for education and educators had little to say concerning educational policies and budgetary procedures; with non-educators, education became a lower priority within the entire BIA structure; staffing problems existed, i.e., temporary vs. permanent, inadequate staffing, and inequity of staffing within an area and within some schools; a school had no authority to hire and fire; inequity of funding existed; and there was a need for better dissemination of educational data to Indian organizations and the Indian people in general.

522. Leman, Kevin. Parental attitudes. NASPA, 1976, 13(3), 61-63. EJ137596.

The perceived parental attitudes toward higher education and the grade point averages of Anglo, Black and Mexican-American students were correlated. Only the correlation of the two factors for the Mexican-American group was significant. Differing parent and child dynamics in different groups was said to be responsible for the results.

523. Lennon, Frank; and others. The beginning of a journey. A report on minority programs in predominantly white dental schools. Abt Associates, Cambridge, Massachusetts, 1974. ED125383.

Dental schools across the country have begun to devote special attention to educating minority students in order to alleviate the acute shortage of minority dental manpower. The Workshop on Minority

Education in Dentistry presented issues and approaches to answering a basic set of questions: How can qualified minority students be identified and where can they be found? What relevance do established admissions criteria have to these students? How best can the academic and social needs of these students be met in a structure that has evolved to meet a different set of academic preparations and cultural influences? How best can financial assistance be provided so that these students may graduate from dental school without incurring prohibitive indebtedness? What are the costs of establishing such a program and how can these costs be met?

524. Leon, David Jess. Chicano college dropouts and the Educational Opportunity Program: Failure after high school? *High School Behavioral Science*, 1975, *3*(1), 6-11. EJ133579.

A 1971 study of Chicano dropout students in the University of California's Educational Opportunity Program found that Chicanos fail because they lack fundamental knowledge about how to operate in the institution's system. Recommendations are made.

525. Leonard, Olen E.; Johnson, Helen W. Low-income families in the Spanish-surname population of the Southwest. Economic Research Service, Washington, D.C., 1967. ED036384.

The purpose of this report was to identify characteristics of Spanish-surname families in the southwestern United States and to relate these characteristics to their social and economic problems. The data for the report were derived from the Special Census Report for 1950 and 1960. Results of the analyses indicated that the Spanish-surname population had higher mobility and higher fertility rates than other white populations of the Southwest. In addition, over one-half of the rural Spanish-surname families and one-third of the urban families had incomes of less than $3,000 in 1959. However, the proportions of the Spanish-surname labor force in professional, clerical, crafts, and service occupations increased, and the proportions in farm and nonfarm labor declined between 1950 and 1960. Educational achievement improved between 1950 and 1960 but remained below the national median. Cultural factors contributing to the disadvantaged position of the Spanish-surname population were use of Spanish as the primary language and continued cultural isolation from Anglo society.

526. Leslie, David W. Emerging challenges to the logic of selective admissions procedure. *Journal of Law and Education*, 1974, *3*(2), 203-220. EJ099379.

Points out an emerging confluence of apparently unrelated forces that eventually may join in a serious threat to the practice of selective admissions. Focuses on several paragraphs in the recent Newman Report on graduate education; the ruling on DeFunis vs Odegaard, a case decided by the Washington State Supreme Court; and certain provisions of Title VII of the Civil Rights Act of 1964, with attendant administrative guidelines and court decisions.

527. Leutgert, M.J. The ethnic student: Academic and social problems. Paper presented at the American Psychological Association annual convention, Honolulu, Hawaii, 1972. ED070798.

This paper is concerned with conflicts which arise for students in the university setting as a result of having ethnic backgrounds different from the middle-class norm. There are a variety of ways in which an ethnic student can find himself in a classroom situation where behaviors which had evoked positive reinforcement in his subculture are now negatively reinforced. Faced with discrepant reward systems, this student must choose between maintaining his ethnic pattern of reponse or adopting behaviors which are in conflict with his own personal values and experiences in order to meet the expectations of the mainstream culture. College students are, in general, ideal therapy candidates. The ethnic students who find their way to campus counseling centers and clinics are usually responsive also, but this probably has to do with a process of self-selection--the ethnic students in therapy being for the most part already heavily invested in a middle-class life style. Attempts at "outreach" or "intervention" may be appropriate in a number of settings, including university counseling services. For example, it has been suggested that psychologists become actively involved in designing programs to increase faculty and administration awareness of the problems and needs of ethnic students.

528. Leveson, Irving; and others. The effects of improved health on productivity through education. Rand Corporation, Santa Monica, California, 1968. ED051520.

Medical care is viewed as an investment good, as contrasted with a consumption good. Numerous studies are cited which support the overall contention that improved health affects productivity through its effects on a person's education. The number of school days lost and the number of school dropouts which result from poor health are considered in terms of the ultimate economic loss to the person and to the nation. The value of productivity losses is associated with reduced educational attainment. The authors encourage further efforts to separate the several relationships which they suggest.

529. Levine, Harold G.; and others. Six years of experience with a summer program for minority students. Journal of Medical Education, 1976, 51(9), 735-742. EJ144983.

Six years of experience of the University of Texas Medical Branch at Galveston (UTMB) with a summer program for the recruitment of minority students is described. The program emphasized experiences that would increase the potential student's motivations, information, and academic skills. Its impact on UTMB enrollments was disappointing.

530. Levis, William; and others. Access to the legal profession in Colorado by minorities and women. A report prepared by the Colorado Advisory Committee to the U.S. Commission on Civil Rights, Denver, 1976. ED129515.

The Colorado Advisory Committee to the U.S. Commission on Civil

Rights investigated the accessibility of the legal profession to minorities and women in Colorado and the difficulties encountered by minorities and women at the professional education level and in the bar examination. Local and national statistics were provided by the American Bar Association and other organizations related to the legal profession. Law school professors, minority and women law school students and attorneys, State Supreme Court judges, and other interested persons were interviewed. Information was also collected from the University of Colorado School of Law and the University of Denver College of Law. Testimony on the subject was heard at an open, public meeting on May 10, 1975. Findings included: despite recruitment efforts the lack of minority and female faculty and administrators was a serious problem at both law schools; minority and female students voiced strong complaints that negative attitudes based on race and sex manifested by some professors at both law schools were damaging to student performance; the financial aid available to minority students in law school was less than adequate and a severe handicap in some cases; and the bar examination in Colorado had a disparate and, therefore, disciminatory effect on minority applicants.

531. Levitan, Sar A.; Johnston, William B. Indian giving: Federal programs for Native Americans. Ford Foundation, NY, 1975. ED129546, copyrighted.

Aimed at highlighting American Indian reservation conditions, outlining the scope of Federal aid to Indians, and suggesting the nature of future Indian problems and choices, this book attempts to assess the current socioeconomic status of the Indian community and its relatiosnhip with the Federal Government. Specifically, this book provides both narrative and statistical information re: (1) Indian Population (migration and Federal policy and Indian legal status); (2) Economic Conditions and Economic Development (income and employment; agricultural, forest, and mineral resource development; and industrial development); (3) Education (attainment; educational performance; the Indian school system; community control; aid to higher education; adult and vocational education; manpower training); (4) Health and Family Status (illnesses and mortality rates; family and marital status; birth rates and age distribution; Indian Health Service; the impact of the Indian Health Service); (5) Social Services (public assistance; housing; law enforcement; trust responsibilities and services; community development and tribal self-determination); (6) "The Indian Question" (underlying facts and policy considerations). Also presented are tabular data covering the years 1955-74 reported in 18 tables and 9 charts.

532. Lewy, Arieh. Discrimination among individuals v. discrimination among groups. Journal of Educational Measurement, 1973, 10(1), 19-24.

Achievement tests are used for discrimination both among individuals and among classes. Item selection procedures which are recommended for constructing tests for individual differentiation may not be adequate for tests for discrimination among classes. It is suggested that the item intraclass correlation should be used as an index for item selection in tests designed for the measurement of class performance. An example is presented which shows that using the intraclass correlation for item selection yields different results than using item-test correlation coefficients.

533. Light, Richard L. Preparing educators for bilingual education: Needs and a response. New York State Association of Foreign Language Teachers. 1975. ED119493.

Support for bilingual education continues to grow nationwide. Increased support for the concept of using English with the non-English mother tongue (NEMT) resulted from several factors. The total population of NEMT children in the U.S. grew to 5 million in 1973, while the number of Spanish-speaking children rose to 3.2 million in 1970. The Northeast, particularly New York City, has a heavy concentration of Spanish-speaking children. The Bilingual Education Act, the Fleishmann Commission Report and New York and California studies all acknowledge the numbers of NEMT children, their educational problems and the failure of the educational system to serve their needs. It is agreed that bilingual education will strengthen the child's educational progress, enhance his self-concept and aid reading in both languages. Several studies show that bilingual education is effective; however, there is now an acute shortage of bilingual teachers. The State University of New York at Albany has a successful Master's program for bilingual education administrators and coordinators who could train other bilingual teachers. The program features a strong bilingual staff, a helpful advisory group, access to all SUNY resources and field experience in bilingual schools.

534. Linn, Robert L. Test bias and the prediction of grades in law school. Journal of Legal Education, 1975, 27(3), 293-323. EJ134744.

Use of the Law School Admission Test (LSAT) and undergraduate grade point average for members of minority groups are examined in relationship to recent LSAT studies and related research on admissions testa and test bias. Traditional predictors of law school grades were found to be as accurate for minority as for majority persons.

535. Lloyd, Dee Norman. Reading achievement and its relationship to academic performance; Part Two: Relationships of reading achievement in race, sex, socio-economic, and mental ability groups, laboratory paper #28, and appendix to parts 2 and 3. National Institute of Mental Health, Rockville, Maryland, 1970. ED064703.

This investigation was designed to explore the differences between 6th grade underachievers, average achievers, and overachievers in reading in their later achievement and behavior and to compare relationships to reading achievement that occur for students with high socio-economic status (SES) background and low SES background, and students with high IQ scores and low IQ scores. The purpose of dividing the sample into subgroups based on the major variables of IQ, SES, race and sex was to determine whether the effects of underachievement in reading were modified in groups differing in these characteristics. Differences that were found were small and generally overshadowed by the consistent pattern reflected in all groups: i.e., underachievers in the 6th grade performed at a lower level than average achievers on standardized tests, course marks, and other measures of achievement all through secondary school. Included is the supplement to Part Two and Part Three.

536. Lloyd, Dee Norman. Reading achievement and its relationship to academic performance; part three: Relationships of family background and third grade performance to sixth grade reading achievement, laboratory paper #29, and supplemental data on high and low IQ and SES groups in four race-by-sex samples. National Institute of Mental Health, Rockville, Maryland, 1972. ED064704.

Students whose reading achievement was average, below average, and above average were compared on measures of educational and occupational background, family characteristics, and elementary school performance prior to grade 6. Results were analyzed separately by sex, race (Negro and Caucasian), both sexes and races combined, and upper and lower socioeconomic and mental ability levels. Findings which achieved statistical significance included: (1) differences among achievement groups in parents' marital status were significant only in the Caucasian male sample; (2) parents' education and occupation had a greater relationship to reading achievement for girls than for boys and particularly for girls with higher IQ scores; (3) among those retained in a grade, differences among achievement groups were significant only in the Negro female sample; (4) the difference between achievement groups on socioeconomic level of father was significant for Negro females; and (5) the decrease in performance from grade 3 to grade 6 was significantly greater for underachievers than for average and overachievers. Supplemental data on high and low IQ and SES groups in four race-by-sex samples included.

537. Local Education Agency Self Analysis Instrument for ESEA Title I. SEA Management of Compensatory Education. Bureau of Elementary and Secondary Education, Washington, D.C., 1975. ED110556.

This instrument is one of the products developed and validated by the SEA (State Educational Agencies) Management of Compensatory Education, a multistate project funded through ESEA Title V-505. An additional product of the project was a LEA Process Model said to support the self-evaluation instrument by identifying the "key" processes or activities that must be accomplished if improvement is desired as the result of self-analysis. Representatives from each State Educational Agency, their selected Local Education Agencies, the U.S. Office of Education, and the Communication Technology Corporation of Marlton, New Jersey, formulated this instrument for self-analyzing the effectiveness of the administration of the ESEA Title I program in a Local Education Agency. The instrument contains eight sections representing aspects of program adminitration: Organization, Program Design, Management, Evaluation, Dissemination, SEA/LEA Training, Technical Assistance, and Legislation. Each section contains a grouping of criterion statements that identify what was believed to be ideal administrative practices for the four recognized phases of Title I program administration: Pre-Application, Application Preparation, Application Review and Apprival, and Program Operation. Sections on Dissemination, Training, and Assistance contain criterion statements dealing specifically with whether bilingual/bicultural needs of populations served are being met in these areas.

538. Local Education Agency Process Model for ESEA Title I. SEA Management of Compensatory Education. Bureau of Elementary and Secondary Education, Washington, D.C., 1975. ED110554.

This LEA Process Model is said to support the self-evaluation instrument by identifying "key" processes or activities that must be accomplished if improvements are desired and by providing the opportunity to plan, assign responsibility, and monitor the processes or activities associates with each criterion statement. The instrument is structured around 12 sections, whose use is explained. They are: Criterion Statement, Criterion Coordinator, Type Use Program, Section, Page Number, Approved By, Date, Major Process Activities, Responsibility (Person or Unit), and Plan by Month. Although said to have been designed as a supportive device, the instrument is claimed to be able to stand along to serve as a viable planning document for an education agency.

539. Lombardi, John. The graduate in the midst of a revolution. Commencement adress, Los Angeles Valley College, California, 1969. ED031245.

This adress points out that the graduates have reached a stage in their lives less for rejoicing than for close examination of themselves and of education as an institution. The students themselves have exposed certain shortcomings of higher education, and taxpayers have become reluctant to support it. Activists of all races have not yet announced limits to their militancy; nor have authorities set limits to their reaction. For some time, the confrontation produced an escalating compromise of demand and concession, but lately, as the demands become harsher, authorities become less patient, and the public condemns both. Matters on which students question society at large include the imposition of prolonged adolescence, the widening gulf between the educated and the uneducated, repression (contrary to all civil rights laws) of the Black community, the presence of ghettos and barrios, the acceptance of war as a political tool, and a nationwide atmosphere of hypocrisy and immorality. Most important is the black revolution, with its new sense of pride and expectation of social and economic fulfillment. The speaker reminds the graduates that, since it is they who have fomented these revolutionare activities, it is they who must suppress, accommodate, or surrender to them. Such criticisms acknowledge the importance of education and the probability that improvement will follow from a belief in legal equality, civil rights, open-door colleges, and the efficacy of an aroused social conscience.

540. Lopez, Homero. Report on the survival week program 1974. Texas University, Austin, 1974. ED112336.

The 1974 Survival Week Program was an orientation program designed for entering minority and economically disadvantaged students at the University of Texas at Austin. The major purpose of the program was to assist the participants in acquiring the knowledge and skills for academic, financial, emotional, and social "survival" in a complex university environment. The program was held in conjunction with the fall orientation program for all entering students and offered such activities as academic areas meetings, registration information meetings, academic pre-advising, communication exercises, sessions on student services and student life, money management workshops, and placement testing. Students completed an evaluation questionnaire which gathered their reactions to the quality and quantity of information and assistance provided to them. Evaluation results yielded positive overall ratings and comments concerning the program, while suggestions were made to improve areas such as placement tests and Ethnic Studies information. Based on specific recommendations by professional and student staff and participants, the Survival Week Program will be continued with emphasis on the development of more group cohesiveness for the participants.

541. Lopez, Homero. Report on the Minority Graduate Recruiter Visitation Program 1974-75. Texas University, Austin, 1975.

The Ethnic Student Services coordinated and assisted the Minority Graduate Recruiter Visitation Program which was conducted during the Fall Semester, 1974, at the University of Texas at Austin. The major prupose of the program was to assist minority students in expanding their awareness of graduate and professional school opportunities as part of their career options. Twenty-two graduate and professional school recruiters visited the campus to interview and provide information on graduate and professional school opportunities to minority students. A comprehensive program of campus coordination, scheduling of recruiting dates, advertisement to students, and counseling and assistance to students was conducted. Students wre able to speak to recruiters concerning such issues as programs offered, application porcedures, admissions criteria, campus life, financial aid, and available opportunities for minority students. The program was evaluated by means of two questionnaires, one for recruiters and one for students, from which specific recommendations for improvement of the program were drawn.

542. Lowman, Robert P.; Spuck, Dennis W. Predictors of college success for the disadvantaged Mexican-American. *Journal of College Student Personnel*, 1975, *16*(1), 40-47. EJ113942.

For 75 Mexican-American students in a transition year program at selective private colleges, multiple regression analysis revealed that nontraditional predictors such as low income, English difficulty, denied regular college admission, and high school underachievement with high IQ accounted for more variance in first year college success than did the traditional predictors.

543. Lopez, Josephine. Free compulsory public education: The great equalizer or the great divider? *Edcentric*, 1972, 12-16. EJ070622.

Discusses how public education fails Chicano students' needs.

544. Losak, John. Do remedial programs really work? *Personnel and Guidance Journal*, 1972, *50*(5), 383-386. EJ048993.

The results of an evaluative study demonstrate that the remedial reading-writing program at a large urban community junior college did not produce any meaningful differences in student withdrawals from college or in grade point averages during the second semester of college; did not improve achievement in social science, humanities, or English courses; and did not result in higher scores on writing and reading tests for those students in the remedial program than for those in randomly selected control group who did not participate in the program.

545. Lunneborg, Patricia W. Prediction of post-high school educational experiences from an aptitude/achievement test battery. Washington University, Seattle, 1970. ED041340.

This study is the third in a series to assess the relationship between educatinal criteria other than grades and the Washington Pre-College (WPC) test battery. Five hundred and ninety-seven returned questionnaires from Seattle-area schoolsprovided post-high school educational criteria to be correlated with WPC test scores and high school grades. Consistent with earlier studies such nonintellective, nongraded outcomes of the educational experience cannot be predicted from the measures currently used to predict college scores. In another approach to the problem, a group of 46 males and 32 females who entered the University of Washington in the fall of 1968 as part of a special minority group program were compared with a matched group of 49 males and 34 females. Although admitted through normal procedures their performance on the WPC had indicated they were high-risk. After three semesters their scholastic performance was compared. Those in the special minority program did far better than their WPC scores had predicted while the matched group did as expected. However, the achievement of the minority group covered a wide range and suggested that the effects of the program may be highly variable in terms of individual students.

546. Lyle, Jerolyn R. Research on achievement determinants in educational systems--a survey. National Center for Educational Statistics, Washington, D.C., 1968. ED018858.

Primary findings of over 30 studies dating from 1960 to 1967, including research reports, program descriptions, and theoretical formulations, are synthesized in an evaluation of contemporary literature on the determinants of achievement in public elementary and secondary school systems. Focus of the survey is on determining inputs and outputs of educational systems, especially the capacity of educational systems for raising achievement levels and changing deviant behavior patterns of low-income and culturally deprived students. Per pupil expenditure as a key determinant has been generally refuted. Other variables and characteristics, school program, family background, minority group membership, socioeconomic level of city and school district, specific school characteristics, geographic location, and ethnic strata. The six variables most clearly related to achievement gains in two or more average number of years of teaching experience, number of books in the school library, average class size, pupil/teacher ratio, and percent of graduates going to college. Further cross sectional and longitudinal studies are needed to determine what factors affect achievement increase and student retention.

547. Lyons, James E. The response of higher education to the black presence. Journal of College Student Personnel, 1972, 13(5), 388-394. EJ064377.

The study focuses on black student enrollments with respect to numbers, percentage increases, and geographical distribution. A brief discussion of student organizations, their functions, activities, and the responses to the increasing numbers summarizes this segment of the survey.

548. MacDougall, Allan. Completion and performance of ethnic groups in the English department at Southwestern College as compared with all other departments, Fall 1973 and Spring 1974. Southwestern College, Chula Vista, California, ND. ED097940.

Tabulations are provided of the results of studies carried out in the fall of 1973 and spring of 1974 comparing the English grades of day and evening students of the various ethnic groups with those in all departments of Southwestern College. Both studies showed that: (1) Mexican/Americans attempt a significantly greater proportion of English classes than do Anglos; (2) Mexican/Americans have a significantly lower level of performance in the English classes as compared with the overall performance of Mexican/Americans in other classes; and (3) Anglo students have a significantly higher level of performance in English classes than Mexican/Americans. Changes noted in the spring 1974 study were that whereas the fall 1973 study showed no significant differences in the withdrawal rates of Mexican/Americans from English classes as compared with Anglos and with Mexican/Americans in other classes, in the latter study, Mexican/Americans withdrew at a significantly greater rate in both comparisons.

549. MacDougall, Allan. Southwestern college tutoring evaluation, Spring 1974. Southwestern College, Chula Vista, California, 1974. ED097951.

The results of a study of the effect of the tutoring program on the academic performance of 351 students at Southwestern College during the spring 1974 semester are provided, and feedback and comments about the tutoring program are given. Tables show the descriptive, performance, and subjective data for all tutoring, tutoring by departments and classes, and tutoring for Anglo and Mexican/American ethnic groups. Appendices are: A. Student Profile Card/Tutoring Center and B. Tutoring Evaluation Form.

550. MacQueen, Peggy. An evaluation of the educationally disadvantaged students' performance in the Biology 101 multi-media approach at Polk Community College. Nova University, Fort Lauderdale, Florida, 1973. ED094827.

To determine whether the educationally disadvantaged student could achieve academic success in Polk Community College's multimedia Biology 101 course, 44 students whose stanine scores were between one and four on the Florida Twelfth Grade Performance Test were studied. Academic success was defined as receiving a grade of C or above in the course. The study covered three terms. The results of the study showed that 20 of the disadvantaged students were able to pass the multimedia course; none of the 20 students made B or above grades. It is concluded that the multimedia approach to teaching college biology is successful in improving grades and allowing students to earn credit who previously would have been placed in noncredit courses.

551. Mahan, Thomas W.; Mahan, Aline M. The impact of schools on learning: Inner-city children in suburban schools. Journal of School Psychology, 1971, 9(1), 1-11. EJ043083.

Hypotheses tested were that the average achievement level of the classroom is a determining factor in achievement of urban minority group children and that social acceptance of the urban minority child by white middle class peers is related to academic achievement. Results using urban and suburgan schools supported the hypotheses.

552. Major field of study of college students: October 1974. Population characteristics. Current Population Reports, Series P-20, No. 289. Bureau of the Census, Suitland, Maryland, 1976. ED122692.

Data on major field of study of college students in 1966, 1972, and 1974 are presented in this document. Data on the major field of study of college students enrolled in October 1974 are based on the Census Bureau's Current Population Survey. Tables offer cross-classifications of data on major field of study by such characteristics of the students as age, race, year of college in which enrolled, type of college (two-year or four-year), and family income.

553. Male control and female oppression. Fact sheets on institutional racism. Council on Interracial Books for Children, New York, 1976. ED123310.

Following sections that define sexism, that give examples of individual, cultural, and institutional sexism, and that provide random thoughts on sexism and racism, statistics are listed for women and their relationship to various areas such as the economy, education, sports, the government, the media, and housing. Specific topics subsumed under these areas provide statistics on the following: Women who work, what women earn, the effect of racism on income and occupation, education and its effect on income, education and its effect on income, women in various professional fields, and many other fields.

554. Manacker, Julius. Articulation in urban areas: Community information networks and student articulation workers. 1972. ED128668.

Conventional methods of recruiting and communicating with potential college students living in poor urban communities have proven ineffective. New procedures are necessary, particularly those which capitalize on the strengths that already exist within these communities, for the purpose of school-to-college articulation. This paper discusses two such techniques--the use of community information networks and of student articulation workers.

555. Mangione, Anthony Roy. Literature on the white ethnic experience. English Journal, 1974, 63(1), 42-51. EJ091051.

Presents annotated bibliographies of new commercial products and publications on literature by and about white ethnic Americans.

557. Mann, Peter B. Commentary. Journal of Higher Education, 1973, 44(6), 435-438. EJ079302.

The author comments on Cyril O. Houle's article, The Potential Audience for the External Degree.

558. Marchbanks, Janice B. Recruiting: The problem of attrition. A report of the National Dissemination Project for Post-Secondary Education. Washington State Board for Community College Education, Seattle, 1974. ED092187.

Prepared for the National Dissemination Project to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students, this report discusses outreach and inreach programs. The three purposes of the paper are to: (1) describe the outreach function of recruiting high-risk minority, and disadvantaged students; (2) assess specific problems that produce attrition among these students; and (3) examine inreach programs designed to alleviate the attrition problem. The paper concludes with recommendations for developing increach and outreach probrams to provide educational opportunity for high-risk students.

559. Marcus, Lloyd. The treatment of minorities in secondary schools textbooks. B'nai B'rith, New York, 1961. ED001924.

The pluralist, multi-groups nature of the American population demands a realistic treatment of minority groups in the classroom and a sound education in intergroup relations. While the textbook is only one among many educational tools, it is a major one, and particular attention should be given to what American textbooks present, imply, and omit. To investigate the area of textbook presentations, a study was made of 48 leading secondary history and social studies textbooks. The study concentrated on textbook treatment of Jews, American Negroes, and immigrants. In assessing the value of text materials, seven criteria were employed--inclusion, validity, comprehensiveness, concreteness, unity, and realism. The conclusion of the study was that a majority of tests still presents a largly white, protestant, Anglo-Saxon view of history and of the current social scene. Treatment of Jews continues to suffer from an overemphasis on their ancient past and on the theme of persecution. Few present a varied, realistic picture of Jews in America today or of past and present contributions of Jewish Americans. The Negroes' position in contemporary American society is largely ignored. The achievements of Negro Americans, underlying principles of school desegregation, residential segregation, and scientific information about race deserve greater attention. Finally, immigrants to the United States receive considerable attention in texts, but improved treatment of Asiatic and Spanish-speaking immigrants is needed.

560. Mares, Kenneth R.; Levine, Daniel U. Survey of academic programs for disadvantaged students in higher education. Research in Higher Education, 1975, 3(2), 169-176.

Reports findings from a 14-statement survey sent to 262 colleges and universities to determine specific policies and practices.

561. Marland, Sidney P., Jr. Career education--a proposal for reform. McGraw-Hill Book Co., New York, 1974. ED103625, copyrighted.

Besides defining the concept of career education and reporting on its current implementation, the book portrays the rapidly changing career education scene. The author traces the emergence of the career education concept by examining the influences of leaders, events, and changing public attitudes. Siginificant changes reflect the humanizing of work, the emergence of midcareer retraining, and work values versus the work ethic. Drawing on various references, Marland demonstrates that the American people want educational institutions to equip students for "growing up to work". Specific attention is directed to education/earnings correlations, unemployment costs, and the job market. Also examined are issues raised by critics related to effects on minority groups and women, manpower needs, higher eduation, vocational education, and intellectual aspects. Detailed descriptions are provided on career education developments in Georgia, California, Oregon, and Texas. The final section deals with the processes of reform that will determine the actuality of career education: teacher and counselor involvement and training, higher education role, school/business/labor relationship, and federal funding. Change at the higher education level is oriented to "inclusiveness" rather than exclusiveness. Concluding chapters focus on Federal role and support as performed by the National Institute of Education and the Office of Education.

562. Marland, S.P., Jr. Career education and the minorities. Speech before a national conference on "Career Education: Implication for Minorities", Sheraton-Park Hotel, Washington, D.C., 1973. ED078115.

Career education has two goals: first, that every person shall leave secondary school able to get employment of interest, of importance, and--most important--with good potential for advancement in every sense; second, that those who choose will be able to go on to some form of postsecondary education, whether a community or junior college, a two-year technical institute, a four-year institution, or professional graduate studies. Career education will, for the first time, give young people a sense of control over their own destiny, give them sufficient solid information and experience to make it work. Occupational inequality is spread across the population: career education is needed fo every American, whatever his or her color, native language, age or location. It is needed in particular for the 2.5 million young people who spill out of our high schools and colleges every year unskilled and unschooled, prepared only to disappear into our broadening, deepening pool of the unemployed, the underemployed, and the disillusioned. In a society such as ours, which prizes and rewards skill and competence above all else, there is simply no need--and no room--for the unskilled and the imcompetent, whatever color they happen to be. A properly designed, well financed program of career education can turn this situation around.

563. Marra, John Leslie. Career orientations of high school seniors in an Appalachian coal mining county. West Virginia University, Morgantown, WV, 1971. ED067183, copyrighted.

An exploratory study focusing upon the career choosing patterns of high school seniors in a relatively isolated, coal-mining county of West Virginia is reported in this paper. The 2 basic hypotheses examined were that rural youth from upper status family backgrounds will have higher status career orientations than those from lower status family backgrounds and that the pattern of career orientation of youngsters from coal-mining families is different from that of youngsters from other non-coal families. The study population consisted of the predominantly white male and female graduating seniors from all 6 high schools in Mingo County. Data were collected by a self-administered questionnaire. Findings included that the first hypothesis was supported, that the data did not support the second hypothesis, that educational achievement is a strong factor in providing a condition that affects career ambitions, that youngsters in the manual-worker, non-coal families are more inclined than youngsters from coal families to have been influenced by parental interest, and that the patterns of career orientation of youth living in other areas of the United States are similar to those of youth in Mingo County.

564. Martin, Donna. Community colleges. Haskell Indian Junior College. Change, 1974, 6(4), 55-56,64. EJ096483.

Haskell Indian Junior College in Lawrence, Kansas, is the only degree-granting junior college under the authority of the Bureau of Indian Affairs. As a government-supported institution of higher education, the school is unique in another way: each of its students, who receive free room, board and tuition, must be one-fourth Indian blood.

565. Martyn, Kenneth. California higher education and the disadvantaged: A status report. California State Coordinating Council for Higher Education, Sacramento, 1968. ED025570.

The report discusses the status of higher education for disadvantaged students in California. The programs in operation at public and private colleges and universities are geared toward increasing the accessibility of higher education to students from disadvantaged circumstances. Noted are special actions in recruitment, financial assistance and efforts to increase the students' interests and motivation in obtaining a college education. Special tutorial and training programs, and general community assistance directly and indirectly encourage students to develop their potential. Sections of the report detail exceptions to admissions requirements, evaluations and implementations of recommendations, and summarize findings and student aid awards.

566. Massey, Grace Carroll. Self-concept, personal control and social context among students in inner city high schools. University Microfilms, Ann Arbor, Michigan, 1975. ED124648, copyrighted.

This study explored relationships to help explain why black students in inner city high school so frequently report relatively high academic self-concepts although their academic achievement was low. Questionnaires were administered to a random sample in each comprehensive high schools in the San Francisco High School District (total n = 779). Black students were found to have considerably lower achievement scores and grades than the other ethnic groups. However, no significant differences were found in the students' reports of academic self-concept in the lower categories. Students receiving high grades in schools and ethnic groups with high achievement norms were compared to students receiving high grades in low achievement norm contexts. The findings show that high grades are internalized more in high achievement contexts. On the other hand, students with low grades in high achievement contexts were found to internalize more. If it is assumed that self-concept is an indirect measure of internalization, these findings would indicate that higher achieving students generally internalize more than lower achieving students. Findings also indicate that teachers, in an attempt to be nice to the students, fail to challenge lower achieving students to do better work. These factors allowed the students to delude themselves in reference to their academic work.

567. Massey, Grace C.; Darnbusch, Sanford M. Self-enhancement, self-consistency, and distinctiveness of feedback in a field study of academic self-concent: Attribution processes in inner-city high schools. Technical Report No. 49. Stanford University, California, 1976. ED128540.

The relationship between attribution processes and academic self-concept is studied among students from four ethnic groups in inner-city high schools, and an explanation as to why low achieving minority students do not report low academic self-concepts is sought in this paper. Questionnaires eliciting self-conceptions and responses to hypothetical feedback are administered to 772 students, a five percent random sample from the eight comprehensive and academic high schools in a large city. Using a symbolic interactionist approach, internalization and externalization of feedback are studied to test hypotheses derived from assumptions about self-enhancement, self-consistency, and distinctiveness of feedback. Results indicate that self-consistency has more impact than self-enhancement on the attribution of causality for evaluation in school. Hypotheses based on a tendency toward self-enhancement are more successful in predicting attributions to ability -- and internal attributions in general -- than are hypotheses based on self-consistency. Academic self-concept is affected by the social context of the school. Students in low achieving minority groups or in low achievement schools are less likely to attribute low grades to lack of ability than are students in high achievement schools, for whom low grades are distinctive. These results are said to help to explain why more students from low achieving groups believe they are average in ability than would be expected on the basis of their grades.

568. Mathis, Thaddeus P. Educating for black social development: The politics of social organization. Journal of Education for Social Work, 1975, 11 (1), 105-112. EJ114420.

Presents a conceptual overview of black social developments, reviews some historical developments within social work education and practice, and suggests a beginning framework for reconceptualizing the nature of social work eduction.

569. Matthews, Drue E.; Ross, Evelyn. Observations from the placement front: Insensitivity and racism are not dead. *Journal of Non-White Concerns in Personnel and Guidance*, 1975, *3*(3), 100-103. EJ120606.

Examines some of the experiences of minority students at campus interviews with company representatives. Also looks at the experiences of black females from Mount Holyoke College after being accepted for a job.

570. Mayeske, George W.; and others. A study of our nation's schools. A working paper. Office of Education, Washington, D.C., 1969. ED036477.

A study of educational opportunities of minority groups was conducted to discover what characteristics of the nation's schools are most closely related to school outcomes. Data came from a 1965 survey commissioned by Congress. A 5 percent stratified cluster sample, from the nation's public elementary and secondary schools, was used to select the subjects: about 650,000 students (over 40 percent from minority groups) from 4,000 schools with their teachers, principals, and superintendents. Test and questionnaire items were grouped into indices that were divided into three groups: Student's social background, school's characteristics, and school's outcomes. Regression analysis and partition of multiple correlation were used to pursue the main questions. Major findings: The influence of the school cannot be separated from that of the student's social background and vice versa. Schools exert a greater influence, in terms of both attitude and achievement, on students who have relatively high socioeconomic status, are either white or Oriental-American, and come from homes where both parents are still living together. A school's physical facilities seem unimportant compared with its personnel. The most important personnel characteristic is experience of racially imbalanced educational settings. School outcomes become increasingly related to the 31 school indices the longer the student stays in school.

571. Maykovich, Minako K. Black, Asian, and white students in the Educational Opportunity Program. Sacramento State College, Sacramento, California, 1972. ED073220.

The Educational Opportunity Program (EOP) was established for the sake of students who might not qualify for higher education through regular channels because of their previous financial and scholastic disadvantages. The issue is whether or not EOP is successful in recruiting and developing disadvanteged but high potential students. This report compared EOP and non-EOP children of black, Asian, and white American parents on such variables as family relations, motivation toward learning, achievement, self-concept, political awareness, and social participation. Also, attitudinal changes of EOP students before entering the program and after completing one year will be examined. The research reported was pursued in the framework of motivation toward learning. Motivation is affected by various social factors. It is expected that EOP students, in contrast to non-EOP students, are likely to: (1) show lower motivation toward learning; (2) have lower self-esteem; and (3) feel powerless in controlling their environment, and hence be politically and socially apathetic. If EOP is effectively operated, it should produce students who are highly motivated, and politically and socially conscious. Although most of the EOP students are from ethnic minority groups, the behavior of low-income students is by no means homogeneous. Attitudes toward education and punishment for failure vary among ethnic groups.

572. McArthur, John H. Research project concerning students from minority groups. Final report. Harvard University, Cambridge, Massachusetts, 1974. ED121135.

The motivation of this project was a desire on the part of the Harvard Business School to augment equality of career opportunities in management for minority group members and to insure expanded managerial training so that new capabilities would be developed to match new opportunities. This document describes programs undertaken by the faculty and administration of the school in the areas of recruitment, selection, financial aid, curriculum, and career development. Programs are placed in context to show how special efforts for minorities related to efforts being made along the same lines to serve the entire school population. Observation by members of the faculty and administration of the minority experience, both while at Harvard Business School and on leaving the school, seemed to indicate that when objective measures were applied to various aspects of the program experience, the experience of minority students did not differ to any dignificant degree from that of their nonminority counterparts having the same background.

573. McBurnette, Patrick E.; and others. Two studies on student perceptions of isolation in desegregated school settings. Southwest Educational Development Laboratory, Austin, Texas, 1976. ED128444.

Two studies reporting the results of surveys of minority student perceptions of isolation extant in desegregated school settings in Texas and New Mexico are presented. Study I involved Mexican-American students who were given a 25-item questionnaire concerning their perceived educational environment. Students were asked to what extent each condition existed in their school and to what extent it should exist. A discrepancy between the two responses indicated an area of perceived isolation. A factor analysis was conducted on the discrepancy scores to investigate clustering of areas of isolation and to verify the construction of the instrument into social, academic and extracurricular areas. In study II, a 26-item instrument for assessing perceived student needs in various areas of cultural specifics was administered to 200 students in grades seven through twelve. The instrument allowed for the identification of perceived student needs through a comparison of their responses to each item across the response columns. The first column response indicated how strongly the student agreed with the proposition contained in each item; second column response indicated a perception as to the extent that the proposition contained in each item is presently being taught in the school curriculum. Results are reported on the basis of the total sample analysis, of an ethnicity analysis and of a sex analysis.

574. McCarthy, Joseph L.; Wolfle, Dael. Doctorates granted to women and minority group members. Science, 1975, 189(4206), 856-859. EJ126662.

Presents data from the Association of American Universities regarding current records and trends in providing doctoral education to women and principal minority group members. Data reveal women are receiving doctorates predominantly in fields which have traditionally included women. Minority group doctoral students tend to be concentrated in a small number of fields.

575. McClellan, Frank M. A black student looks at the present system of financial aid. College Board Review, 1970, 77, 10-12. EJ026850.

Only agressive black admissions officers, financial administrators and academic counselors with an understanding of Afro-American community problems can effectively begin the critical job of providing equal opportunity for higher education.

576. McConville, J. Lawrence. Ethnic studies curricula and related institutional entities at southwestern colleges and universities. Bulletin of the Cross-Cultural Southwest Ethnic Study Center, October 1975, Special Issue. Texas University, El Paso, 1975. ED120088.

This publication contains the results of a survey of two- and four-year colleges and universities in the U.S. Southwest designed to provide detailed information concerning the status of ethnic studies curricula. The Cross-Cultural Southwest Ethnic Study Center (CCSWESC) of the University of Texas at El Paso conducted the survey to promote interinstitutional communicaton and cooperation between and among CCSWESC and analogous entities on other campuses. A two-page questionnaire was mailed to administrative officers of most junior and senior colleges in California, Nevada, Unta, Colorado, Arizona, New Mexico, Texas, and Oklahoma. Nearly 100 institutions of the approximately 150 responses indicated a program or activity relevant to the areas surveyed. Survey results include the following: nomenclature of the ethnic curricula; academic level involved; the regional and minority concerns treated; the manner in which faculty for such programs are distributed among the various teaching departments; and names, characteristics, and activities of related research centers, departments, divisions, committees, offices, and other institutional entities having an interest in minority concerns and interethnic relationships.

577. McCullough, Lloyd M. Social and academic characteristic assessments of black inner-city high school students. California University, Berkeley, 1975. ED126189.

Developed to identify how low socioeconomic black students perceive the world about them in relation to social and academic characteristics identified by various research findings, this study employs the research technique of using a visual multiple choice questionnaire. The establishment of characteristics statement photographs as being either positive or negative to the statement and/or directions provided assures a high degree of questionnaire validity. The use of pilot field testing of the questionnaire establishes reliability. The photograph series included 10 social characteristics and 8 academic characteristics. Among the former are: living environment, adult models, emotional reactions, resentful of authority, and materialistic concerns. The latter category includes successful experiences, abstract ideas, vocational objectives, interacting relationships, and others. Findings for each photograph series are presented in a systematic fashion including such items as a discussion of findings, the advisory committee's projected opinions, and the implications for teachers. A summary of some basic teaching principles is provided in the conclusion. The 20 principles presented are as applicable to vocational education as they are to all areas of secondary education. The results of the study are intended to assist inner city high school vocational teachers in the use of the basic principles of teaching.

578. McDonald, Arthur. Value conflicts as a cause for drop outs. Paper presented at the Native American Teacher Corps Conference (Denver, Colorado) 1973. ED073899.

The basic causes for the high rate at which American Indians drop out of college were listed and discussed in this paper. Information gathered from interviews with Indian students was presented along with the author's personal interpretations. The stated causes of the high drop-out rate were education, finances, racism, role models, and cultural differences. The inadequacies of education in reservation and near-reservation schools were mentioned as major stumbling blocks to successful higher education for many Indian students. It was noted that the differences in values of the reservation Indian, in terms of overall objectives as well as daily life styles, created in the Indian student conflicts that contributed to the drop-out problem. It was the author's stated opinion that the drop-out problem will continue until institutions can learn to be accepting of other values and can learn that there might be other meaningful life objectives.

579. McDonald, Jerry N., Ed.; Lazewski, Tony, Ed. Geographical perspectives on native Americans: Topics and resources. Publication No. 1. Association of American Geographers, Washington, D.C., 1976. ED124313.

Emphasizing human geography, this collection of 10 papers is designed to constitute basic lecture topics for a college level course concerned with Native American human geography and to serve as a guide to published materials and primary data/documentary sources on Native Americans. Comprised of three sections, this publication includes an exemplary course syllabus, seven papers on various aspects of human geography, and three papers which describe and/or list both published and unpublished sources for geographic study of Native Americans. Papers are titles as follows: "Where Are the Indians?"; "Native American Traditional Economic Values and Systems: Some Dispersed Samples"; "The Mormon Indian Farms: An Attempt at Cultural Integration"; "Some Concepts of Sacred Space Among North American Indians"; "Native American Employment in a Frontier Region"; "A Geographical Analysis of Demographic and Economic Characteristics of the Choctaw Indian in Oklahoma and Mississippi"; "American Indian Migrant Spatial Behavior as an Indicator of Adjustment in Chicago"; "The American Indian Family in Los Angeles"; "National Archives and Records Service Resources for the Study of Native Americans"; "Material of Geographic Import in the National Anthropological Archives"; "Census Data and Native Americans".

580. McEwan, E.C.; and others. Language proficiency in the multi-racial junior school: A comparative study. Humanities Press Inc., Atlantic Highlands, NJ, 1975. ED128539, copyrighted.

This book documents the results of a survey to acquire information regarding the English proficiency of second generation minority group children in Britain. The aim of the survey was to do the following: to establish the level of proficiency in English of minority group pupils of junior school age who had received different educational treatments, to compare the proficiency in English of British born minority group children with that of similar born to indigeneous parents, to compare the proficiency in English of both groups of children born in England with that of those born abroad of similar age and socioeconomic background, and to relate different levels of proficiency in English to characteristic features of the pupils' background and learning history. Consideration was given to the aspects of the children's home and school background in relation to their performance in English. The chapters of the book focus on: the tests, design of the survey, administration of the survey, nature of the sample tested, treatment of the data from the test, performance in relation to the main variables, and performance in relation to the background variables.

581. McKenney, Nampeo D.R.; Crook, Karen A. Census data and Native Americans. 1976. ED124323, copyrighted.

Designed for those seeking data on Native Americans, this paper presents U.S. census data sources and the developments which have taken place in data collection procedures and definitions between 1860 and 1970. Specifically, this paper presents: (1) development of race concept and definitions; (2) data products; (3) geographic and demographic perspectives; (4) a sampling of current literature on Native Americans. Among the more recent data products cited are: (1) the Data Access Descriptions Report Number 40, Data on Selected Racial Groups; (2) a separate Volume II Subject Report of the 1970 Census, American Indians PC (2)-1F; (3) the 1970 Census Volume II Subject Reprot, Housing of Selected Racial Groups, HC (7)-9; (4) a magazine pamphlet, "We, the First Americans" (1973).

582. McNemar, Quinn. On so-called test bias. American Psychologist, 1975, 30(8), 848-851. EJ123586.

Noting that the practitioner is confronted with conflicting definitions of "fairness" that claim to avoid "bias" in test usage, this article asserts that "mean fairness" can be achieved by use of multiple regression with the dichotomous variate, group membership, included as a predictor; mean fairness also holds for sub-groupings, based on test scores, it is stated.

583. McShane, Damian, Comp. Selected bibliography (259 ref.) of Ojibwa and other Native American related research concerning psychoeducational assessment and intervention (as well as related historical, cultural, legal, economic, and medical factors). 1976. ED128145.

Utilizing ERIC, DAI, and APA computer search resources and Library resources in Tennessee, Minnesota, Wisconsin, and Canada, this bibliography contains 259 citations pertaining to Ojibwa (Chippewa) and other Native Americans. Published between 1937 and 1975, the materials pertain to research concerning psychoeducational assessment and intervention. Subjects covered are: historical, cultural (physical), legal, medical, and economic factors; service delivery systems, classification and labeling; psychological and sociological factors; educational setting; personality appraisal, intellectual assessment; family assessment; assessment in schools; community assessment; and intervention.

584. McSwine, Bartley G. Black visions, white realities. Change, 1971, 3(3), 28-34. EJ041479.

A black student's views on problems that must be overcome if higher education is to be meaningful for the non-elite student.

585. Meacham, Carl E. Recruiting for Mary Holmes College in 1971. Liberal Education, 1971, 57(3), 359-363. EJ045067.

A reminder that formal desegregation may leave unsolved problems.

586. Medicine, Bea. Self-direction in Sioux education. Integrated Education, 1975, 13(6), 15-17. EJ131910.

Focuses on four community colleges: Lakota Higher Education Center, Pine Ridge, Sinta Gleska College, and Rosebud (all in South Dakota), noting that since the advent of Office of Economic Opportunity implementaion of community action programs, there has been a tremendous upsurge in higher education for Indians of all tribes.

587. Medicine, Beatrice. The anthropoligist and American Indian studies programs. Indian Historian, 1971, 4(1), 15-18,63. EJ036174.

588. Medley, Morris L.; Johnson, Kethryn P. The economics of college plans among black high school seniors. Journal of Negro Education, 1976, 45(2), 134-140. EJ140496.

Examines the role of family economics in influencing college plans and gives special consideration to comparisons between males and females. Findings do not suggest that family income is the sole or even the primary determinant of college plans.

589. Meeks, Elizabeth. Introducing literature of the minorities. Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, Minnesota), 1972. ED074501.

This paper discusses a thematic approach to introduce high school or college students to fiction that deals with minority groups. The author discusses how this thematic arrangement of novels may be a useful method for organizing a study of minority groups as represented in major works of American fiction. She discusses the initiation motif as a suggested frame of reference for this study, devoting the major portion of her paper to a discussion of how William Faulkner's

"Go Down, Moses" and Ralph Ellison's "Invisible Man" can be used to illustrate this theme as it relates to racial interaction in American society. The author also suggests some other American novels dealing with minority groups that can be taught in thematic units. These include "The Adventures of Augie March" by Saul Bellow, "The Learning Tree" by Gordon Parks, and "Pocho" by Jose Willareal, and other novels which suggest the value fiction can have in presenting complex social problems in subtle and vivid ways.

590. Meeth, L. Richard. How colleges can get ready to teach the culturally different student. College University Business, 1969, 46(5), 81-85, 116. EJ003505.

591. Mendels, Glen E.; Flanders, James P. Teachers' expectations and pupil performance. American Educational Research Journal, 1973, 10(3), 203-212. EJ079480.

Purpose of the study was to provide an adequate test of the original Rosenthal and Jacobson teacher expectancy hypothesis by using: (a) equivalent control and experimental groups based on pretest data, and (b) a more suitable test of intelligence.

592. Mendez, Aida, Ed.; Lee, Caroline, Ed. Trends conference on education of the Mexican-American in San Diego County (San Diego University) San Diego City School, California, 1968. ED022821.

This conference report is a compilation of dialogues and speeches about the problems of educating Mexican-Americans. Recognizing the influence of the Mexican-American culture, the participants exchanged information about programs for adults, scholarships and vocational opportunities, teaching English as a second language, curriculum innovcations, child and family health, parent involvement, preschool and federal programs, and testing and counseling. The major speech presented is a discussion of Mexican-American stereotypes and of "Quinto Sol", a program to help Mexican-American youth get into college.

593. Menges, Constantine; and others. The effectiveness of compensatory education: Summary and review of the evidence. Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C., 1972. ED062475.

Concerning the Equal Educational Opportunities Act of 1972, there is new federal emphasis on compensatory education to help disadvantaged children. This report takes the position that compensatory education can be made to work, and that the application of concentrated compensatory resources (usually at higher dollar costs) in basic learning programs enhances the probability of success in compensatory education. To substantiate this claim, this report investigates whether one may conclude from existing compensatory education programs that reasonable numbers of disadvantaged children in these programs have learned more effectively. To this end, compensatory education programs in various states across the country are evaluated in light of state reports and large scale evaluations of several cities. The programs are evaluated in terms of educational resources, achievement gains, program strategy implications.

594. Meyers, Michael. The new black apartheid. Change, 1972, 4(8), 8-9. ED065575.

Racially integrated campuses are now segregating the races with separate curricula, student unions and housing for black students.

595. Mikkleson, Ruth. Modular curriculum: English/Social Studies, Contemporary Literature/Contemporary Problems. 1972. Kansas University, Lawrence, 1972. ED090120.

The publication consists of an independent study course on contemporary problems and contemporary literature for secondary and college students. The major objective is to help students think creatively about current problems of the American Indians, blacks, women, and ecology and to sharpen the student's ability to interpret works of literature. Assignments consist of readings followed by questions which are to be answered in essay form. A choice of essay topics is provided. The time allowed for completing the course is one year from the date of enrollment; a six-month extension is granted upon payment of a five dollar fee. The course consists of the following four sections: (1) The First Americans: Indians; (2) Soul Brothers and Sisters: Afro-Americans; (3) The other Half: Women; (4) Collision-Course: Ecolcgy, the Guture. Suggested supplemental reading materials are provided for each section. Guidelines for independent study are included.

596. Miles, Guy H.; and others. An analysis of the needs of rural youth in the southeast. Final report. North Star Research and Development Institute, Minneapolis, Minnesota, 1973. ED100543.

As part of a series aimed at developing better programs for rural youths, this study tested hypotheses about community, education, and individual factors affecting the future adjustment of rural southeastern youths, who as 8th graders in 1963-64, represented 16 rural counties, (North and South Carolina, Geogria, Alabama, and Mississippi) remained in the county until age 16, and were eligible for a Neighborhood Youth Corps (NYC) project, and not currently institutionalized, in the armed forces, or deceased. Long-term county residents gathered extensive information about each county, its school system, and staff members during the 1967-68 school year. Questionnaires mailed to 1,764 students, surveyed their early history, experiences since 1967, employment history, social adjustment, advanced education, and migration patterns; those still in school were asked about their school, general course of study, grade point average, and scope of extracurricular activities. Data were analyzed to determine whether the systematic relationships hypothesized acutally existed. Some findings were: (1) the dropout problem was critical and its prevention should be the highest priority objective of any program for rural youths; and (2) 27 percent of the black males, 24 percent of the black females, 8 percent of the white females, and none of the white males were enrolled in an NYC project. Some comparisons are made with the North Central states' study.

597. Millard, Richard M.; Berve, Nancy M. The states and private higher education. Education Commission of the States, Denver, Colorado, 1975. ED109959.

This document is a tabular survey of programs in operation or approved for state support of private higher education in the 50 states. The table is arranged by state and covers: (1) contracts; (2) direct institutional aid; (3) disadvantaged/minorities; (4) facilities assistance/authorities; (5) medical/dental/nursing; (6) student aid; and (7) others. Listed under each of the seven types of programs is information on the funding, restrictions and/or distribution of each program.

598. Miller, Bernice J. Inner city women in white schools. *Journal of Negro Education*, 1973, *42*(3), 392-413. EJ085443.

Overviews the recent movement toward career education within continuing education at the higher educational level, addressing the needs of black people and particularly those of mature black women in a college setting.

599. Miller, David B. Correlates of social participation and mobility potentials among rural low income families. Paper presented at the Rural Sociology Section of the Southern Association of Agricultural Scientists (New Orleans, Louisiana), 1975. ED101882.

Based on the completed interview schedules of 74 black and 34 white rural household heads (from the East Mississippi county) making less than $3,000 annually, the purpose of this study was to examine whether social participation of the impoverished may be correlated with the geographic mobility potential of household heads and their adult children. The extent of social participation was determined by assigning a numerical score to every social interaction beyond the nuclear family and each membership in a formal organization, from which an overall score was derived for each household head. Race was used as a control factor throughout the analysis. Srole's scale of anomie was utilized to determine the degree of social withdrawal among household heads. Results indicated improverished household heads who had different levels of social participation did not differ significantly in the demographic, social, or economic factors nor in respect to participation levels, degree of anomie, or willingness to leave the community. But the children of impoverished parents who were participation inclined had significantly more formal education and moved significantly greater distances from their home of origin.

600. Millsom, Carol. Women and education. *Educational Leadership*, 1973, *31*(2), 99-101. EJ085566.

Considered the plight of women, a disadvantaged group along with other minority groups, who have suffered inequities in their educational and occupational pursuits.

601. Minors, Ed; Ely, Donald. The effects of a large scale mastery environment on students' self-concept. *The Journal of Experimental Education*, 1973, *41*(4), 20-22.

The Tennessee self-concept scale was used to measure the self-concept of 88 college freshmen at the end of their first semester in college. Forty-four of these students had been randomly assigned to a large scale mastery learning environment, and the other 44 were randomly assigned to conventional classes. "T-test" ratios indicate that the mastery learning students have higher self-concepts than do their conventional counterparts.

601. Mink, Oscar G.; Watts, Gordon E. Reality therapy and personalized instruction: A success story. 1973. ED115323.

The Advanced Studies Program (ASP) at Southeastern Community College (Whiteville, North Carolina) is a developmental studies program that offers freshman courses in English, biology, and psychology to approximately 75 students. Learning activities are individualized and self-paced, and each ASP course has behaviorally stated objectives. Instructional techniques include the use of self-instructional packages, programmed materials, and various audio-tutorial aids. Through these individually styled instructional components, and reality-based counseling strategies, ASP attempts to internalize the external orientations of nontraditional students, thus greatly enhancing their chances of academic success. Rotter's Locus of Control Scale was administered to 77 freshmen prior to ASP enrollment. These students were given the scale again at the end of the first and third quarterss. Of the 77 students entering ASP, 60 completed the spring quarter (77.9 percent). This persistence rate is higher than those reported by Monroe (1972) for community college students in general. Control orientation for ASP students generally shifted toward greater internality, and grade point averages improved with gains in internality. Recommendations are made for further research, and a bibliography is appended.

602. Minorities and education. Minority Outlook on Current Issues. Viewpoint Number 6. Foundation for Change, New York, 1973. ED091267.

The Viewpoint series are condensed topical lessions, designed for social studies or English classes from sixth grade to college level. Number six in the series concentrated on minorities and education while other issues in the series relate to minorities and news media, police, jobs, courts, prisons, and housing. Minorities and education are explored in relation to equal opportunities in public schools, educational statistics, culturally biased textbooks, desegregation efforts, I.Q. tests, language barriers, and solutions to obtaining quality education for all minority groups. Supplementary reading materials are suggested and a student quiz is reproduced. Each of the Viewpoints in the series is available in classroom quantities from the Foundation for Change.

603. Minorities and post-secondary education. Integrated Education, 1973, 11(1), 58-64. EJ069598.

The complete text of a statement of policy and proposed action adopted by the Regents of the University of the State of New York; its official title is "Minority access to and participation in post-secondary education".

604. Minorities and women in the health fields: Applicants, students and workers. Health Resources Administration (DHEW/PHS), Bethesda, Maryland, 1974. ED120525.

The report presents a compilation of selected available data on the representation of racial/ethnic minority groups and womem in health fields. It includes the most recent data available on health school applicants and students as well as on workers in health occupations. The report is divided into two parts. The first contains a series of 10 summary tables that provide data on current numbers of minorities and women in the above groups. The second section contains trend data (41 tables) for individual health professions and occupations and for enrollment of minorities and women in health occupations schools. Each table is accompanied by a brief statement of its highlights and a source notation. Trend data cover the following areas: medicine; osteopathic medicine; dentistry; optometry; pharmacy; podiatry; veterinary medicine; nursing; allied health; public health; and premedical, predental and preveterinary science. Data provided in the report vary widely in source, degree of reliability, definitions of race/ethnic categories, and time periods covered and as a result are not strictly comparable.

605. Minority groups: A bibliography and supplement. Utah State Board of Education, Salt Lake City, Utah, 1968. ED042767.

The books, films, recordings, song books, and additional sources recommended in this annotated bibliography and supplement on minority groups are listed in sections intended for general reference, elementary students, secondary students, and teacher reference. Although the preponderance of sources deal with the history and culture of the American black (i.e., 110 secondary books from the series "The American Negro: His History and Literature"), the elementary section includes most minority groups and the secondary section cites 42 solumes from "The American Immigration Collection". Also included are books on constitutional rights, the nature of prejudice, teaching the disadvantaged, and Anti-Semitism.

606. Minority student opportunities in United States medical schools, 1970-1971. Association of American Medical Colleges, Washington, D.C., 1970. ED046322, copyrighted.

This report contains the results of a questionnaire sent to 101 medical schools, of whom 98 responded. The information is given for each of the 98 schools and includes: (1) admission statistics on minority students who applied, were admitted and enrolled in the classes entering September 1969 and 1970 and minority students presently enrolled in 1st, 2nd, 3rd, and 4th year; (2) number of racial minority members on the faculty and administration; (3) admissions procedures for minority applicants and membership on admissions committees of minority group representatives; (4) financial considerations for minority group students; and (5) special recruitment or motivational programs for minority students.

607. Minority work study program. East-West Gateway Coordinating Council, St. Louis, MO, 1973. ED084981, copyrighted.

This report covers a work-study program in the East-West Gateway area to provide employment and training for minority and economically disadvantaged graduate and upper-division undergraduate students enrolled in planning and related curricula. The program has aided students in continuing their education who might otherwise be financially unable to do so.

608. Mirelowitz, Seymour; Grossman, Leona. Ethnicity: An intervening variable in social work education. Journal of Education for Social Work, 1975, 11(3), 76-83. EJ127940.

Examines curriculum issues in social work education in relationship to the concepts of ethnicity, minority groups, racism, and institutional racism and discusses social policy and the implementation of change in social work practice and education in relation to the current reality of the profession and the society.

609. Mitchell, Horace. The black experience in higher education. Counseling Psychology, 1970, 2(1), 30-36. EJ024778.

Discusses admission policies regarding blacks, speaks to need for new approaches to orient them to campus community, describes a structured program approach used at Washington University which individualizes counseling experiences.

610. Mitzman, Barry. "Si se puede--it can be done!" Change, 1976, 8(4), 16-19. EJ136384.

Colegio Cesar Chavez, a bilingual educational community in Mt. Angel, Oregon, is a Chicano-oriented and administered college which evolved from financially troubled Mt. Angel College. The author traces its struggle to maintain and develop a liberal arts program to meet the needs of its student body, now 100.

611. Miya, Mildred. The metaphor of ethnic experience: A teaching dissertation. University of Utah; University Microfilms, Ann Arbor, Michigan, 1975. ED119227, copyrighted.

This dissertation describes a college level ethnic literature course, American Minority Literature, whose major objectives are to promote a receptive attitude toward expression that is different from the traditional norm and to establish the significance of ethnic literature as a literary form. The underlying assumption is that the divergence from the common European heritage has enhanced the mainstream of American literature and that it deserves critical evaluation and improved pedagogy. Primary emphasis is on critical analysis of literature produced by four major ethnic groups. Part I of the dissertation proposes a rationale for the implementation of this class at Weber State College in Ogden, Utah. Part II covers four major ethnic groups (Indian Americans, Asian Americans, Hispanic Americans, and early Black Americans) and proposed that these groups are unified in their appeal for recognition. Part III describes the goals of the class, techniques of discussion, types of students, assignments, media aids, and evaluation results. Appendices provide further aids for the prospective or practicing teacher.

612. Mohr, Paul, Ed. College of Education, Florida A&M University, Tallahassee, Florida. Research Monograph. 1975. ED114374.

The first report in this research monograph, "Black English as an Instructional Tool for Teaching Arithmetic", states that black elementary school students in a suburban school improved in ability to do math problems after a 6-week program in which Black English and easier-to-read words were used in the problems. At the same time, a control group of white students regressed in math skills when taught from the conventional textbook. "The effects of a University-based Tutoring Program on Reading Skills of Elementary Pupils" is the title of the second report which describes the success of elementary education majors from Florida A&M College in improving reading performance of black elementary school children they tutored for two months. This was seen as a solution to the manpower shortage in the schools and a way to give potential teachers useful experiences. The third report, "A Study of the Effect of the Thirteen-College Curriculum Program Physical Science Course on the Scientific Attitude of College Students", reports that this particular course stimulated more emotional, intellectual, and total favorable attitudes toward science in college freshmen than an traditional science program. Males and females were equally responsive to the more innovative course. The last report, "Teacher Education: A Status Report", surveys black teacher education colleges and compares them to white colleges in terms of characteristics such as curricula, educational concepts, field experiences offered, use of behavioral objectives and individualized instruction, and accreditation.

613. Mommsen, Kent G. Black Ph.D.s in the academic marketplace: Supply, demand, and price. Journal of Higher Education, 1974, 45(4), 253-267. EJ096462.

614. Monroe, Sylvester. Guest in a strange house. Saturday Review: Education, 1973, 1(1), 45-48. EJ072173.

Almost four years of a totally black experience within a white university fuel this frank personal statement about blacks who, like the author, find themselves confused in the Ivy League.

615. Moore, Dwight. Preferential minority admission in higher education. Journal of the National Association of College Admissions Counselors, 1975, 19(4), 5-7. EJ117312.

Regarding the issue of preferential minority admission, this article reviews some key historical cases, addresses the components os the issue, and concludes with a look at some solutions and unanswered questions.

616. Moore, Jean E. Career mobility for the poor through career ladders: Myth or reality? Journal of Non-White Concerns in Personnel and Guidance, 1975, 3(3), 125-132. EJ120610.

Discusses employment problems of minority individuals. Then describes the New Career Ladders in Social Welfare program at Temple University in which disadvantaged people who are locked into dead-end jobs are admitted to special Social Welfare courses.

617. Moorman, Elliott Duane. The benefit of Anger. Saturday Review, 1969, 52(25), 72-73, 84-85. EJ005275.

From the monthly Saturday Review supplement, "Education in America", sponsored by the Charles F. Kettering Foundation.

617. Morrison, James L.; Ferrante, Reynolds. Why the disadvantaged drop out: The administrators' view. 1973. ED071665.

A report focusing on the academically disadvantaged minority group students is presented. Perceptions of administrators in public two-year golleges as to the major reasons for attrition of this group are examined. A pre-coded questionnaire was developed to gather information concerning programs of compensatory education in two-year colleges. It was sent to the chief administrative officer of all two-year institutions participating in an annual research program. One item of the survey instrument listed ten reasons commonly cited in the literature for the attrition of academically disadvantaged minority gropu students. The chief administrative officer listed the three most important. These were inadequate finances, inadequate emotional stability, and inadequate motivation. A large percentage of respondents indicated that there was a lack of institutional support of such students and inadequate institutional finance for such programs in their institutions. It is concluded that if public two-year colleges are to adequately perform their role in providing educational opportunity for those who thus far have had little change for higher education, greater effort in terms of energy, financial resources, and support and training of an adequate administrative and teaching staff is essential.

618. Morse, Jeffrey L. The dropout, the school, and the community. English Journal, 1972, 61(8), 1232-1238. EJ069532.

619. Mortenson, W. Paul; Netusil, Anton J. Attitudes of prospective teachers toward the culturally different. ND. ED115614.

This study examined whether or not prospective elementary school teachers can become more positively oriented toward culturally different children after taking teacher education courses that focus on teaching these children. Two groups were taught two courses dealing with disadvantaged youngsters. Group A took the course during the summer and did not have any interaction with such children. Group B took the course during two consecutive fall and winter quarters and worked with culturally different children. Students were administered questionnaires which dealt with their feelings about minority people both before and after the courses. Conclusions were that students taught courses about minorities without having real-life experience with them became more prejudiced. Students who worked with minority people became less prejudiced in general. Results indicated that practicum experiences of student teachers should include interaction with children not of the dominant culture if the teachers are to avoid looking down on them or expecting them to fail. This is particularly important because children often live up or down to the expectations of their teachers.

620. Moss, Robert F. Did I improve any better? Journal of General Education, 1973, 25(1), 1-16. EJ076420.

Discusses the plight of the culturally deprived and educationally disadvantaged student and the teaching methods used to educate them with the accent on greater communication between students and teacher.

621. Mosteller, Frederick, Ed.; Moynihan, Daniel P., Ed. On equality of educational opportunity. Random House, New York, ND. ED061386, copyrighted.

In this volume are papers derived from the Harvard University Faculty Seminar on the Coleman Report. The Carnegie Corporation provided funds to support a faculty seminar for the academic year 1966-67. Out of this seminar developed this present collection of articles written by a number of outstanding educators bearing on the main themes of the seminar. Included are: (1) a section dealing with the historical development of the Coleman Report and critical analyses of its concent and practical applicability; (2) implications for the future of equal educational opportunity in America; and, (3) appendices describing the nature of research methodology employed in the Coleman Report.

622. Munn, Carol. Black on white: A common sense approach. Counseling and Values, 1972, 17(1), 52-61. EJ067053.

Carol Munn makes suggestions for integration based on experience in a large university's residence hall, which may provide some ideas from which a model, suitable to individual needs can be drawn. A comment by J.J. Pietrofesa and D.L. Shappel and a rejoinder by C. Munn follow.

623. Murray, Betty. A national study of minority group barriers to allied health professions education in the southwest. Final report. Southwest Program Development Corp., San Antonio, Texas, 1975. ED118297.

A 2-year study of minority group barriers to allied health careers in the Southwest was conducted to identify those barriers experienced by minority groups in entering and completing a postsecondary educational program in allied health. Data were obtained through: (1) 7 one-day conferences convening students, dropouts, nonstudents, staff, faculty, and administrators held in Arizona, California, Colorado, New Mexico, Ohlahoma, and Texas; and (2) an examination of demographic and health manpower data. Conference participants ranked, by priority, the barriers according to their importance to each minority group (Spanish Americans, American Indians, and Black Americans). Findings were presented by categories of barriers and the stages in the process of acquiring professional status (application, matriculation, and completion). This final report presents: (1) an overview of the study, (2) brief descriptions of each phase of the study, (3) a summary of each conference, (4) a summary of the barriers and priority rankings for each geographic area, (5) a synopsis of the barriers and recommendations, (6) a statement of conclusions based on the study's findings as compared with the findings of other investigations regarding minority allied health professionals and students in the southwest.

624. Murray, Saundra Rice; Mednick, Martha Tamara Shuch. Perceiving the causes of success and failure in achievement; sex, race, and motivational comparisons. Journal of Consulting and Clinical Psychology, 1975, 43(6), 881-884. EJ129145.

Men high and low in resultant achievement motivation related luck to outcome. High-achievement women related luck, ability, and effort to outcome, whereas low-achievement-motivated women attributed outcome to task difficulty. Implications of these findings for the understanding of sex and race differences in achievement are discussed.

625. Murray, Wayne R.; Pettibone, Timothy J. Mexican American and Anglo perceptions of a university environment. Paper presented at the Rocky Mountain Educational Research Association meetings, Las Cruces, New Mexico, November 16-17, 1972. ED072905.

Mexican American and Anglo perceptions of a Southwestern university environment were compared using the College and University Environment Scales. The instrument was used as a psychological test rather than a group consensus instrument. Construct validity was maintained using factor analysis to determine the most meaningful items for the sample of 322 students. Of the original 160 items, 38 were used to compare the groups on 4 environmental dimensions. Factor scores were then used with a 2-way analysis of variance to compare the groups. Sex differences were found on the community and awareness scales and an ethnicity difference was found on the scholarship dimension.

626. Musgrove, Walter J. A follow-up study of low socio-economic negro and white children on scholastic achievement. Journal of Negro Education, 1972, 41(1), 62-64. EJ055145.

627. Myers, Samuel Lloyd. Placement's 7th dimension. Journal of College Placement, 1975, 35(4), 37-40. EJ120632.

Career counseling and placement should prepare students to earn over $100,000 by making them more aware of the needs of the broader society as well as of their own innate talents.

628. A national program to expand educational opportunity in hospital and health care administration. Association of University Programs in Hospital Administration, Washington, D.C., 1971. ED052732.

This report presents recommendations for increasing the representation of minorities in hospital and health-care administration careers on a nationwide basis. A short-term objective is to increase the representation of minorities in graduate degree programs from the present 3.3 percent to 12 percent in 1976. Major emphasis will be placed on the recruitment and retention of minority group students in the educational pathway and on financial assistance. This report presents four position papers on: (1) the retention of minority group students by J. Joel May; (2) the recruitment and motivation of these students to careers in hospital administration by Robert R. Detore; (3) the provisions and administration of financial aid by Haynes Rice; and (4) the placement or professional integration of minority graduates from programs in health and hospital administration by Peter B. Levine. The report also describes AUPHA recruitment activities; the results of the 1970-1971 pilot program which consisted of summer on-the-job experience in a hospital for interested minority group students; and plans for a national recruitment program. Information is also presented on budget requests and projections and projections of required financial support for students. A list of 7 recommendations by the AUPHA Office of Student Affairs concludes the report.

629. Neal, Pamela, Compulsory education: Keep, change or abolish? Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida) 1975. ED106914.

The existence of compulsory school attendance at the secondary level may help to assure school attendance for some students, but it does little to assure that any will learn. Both the laws requiring attendance and the basic high school programs offered in most states must be remodeled. Arizona's system provides a good example. Although Arizona's attendance laws require only that a child attend school through the eighth grade, most students stay through high school. A number of factors account for the school's retention of students. One is the state's child labor laws that limit the number of available worthwhile jobs for youth under the age of 16. Another is the state's program of work-study courses, vocational education, and career education. It is hoped that a student's exposure to these kinds of courses and programs will help him set a personal goal or develop an idea of what he wants for the future. The state also has an extensive special education program for meeting the needs of students who have different learning experiences and who are prime candidates to become dropouts. Finally, societal pressure and self-respect help keep students in school until they have acquired enough education to enable them to be self-supporting and productive.

630. Nelson, Jack L. Values and society. Hayden Book Company, Rochelle Park, NJ, 1975. ED099266, copyrighted.

The idea of a democratic society based on human rights and social justice is the social issue examined in this book which is one of a series on challenges and choices in American values. The forma followed in the series includes the following for secondary students: case studies illustrating the issue by focusing on human institutions, facutal information about the issue which can be used as evidence in making social decisions, divergent views and opposing value judgements showing a variety of values involved in solving the issue, futuristic scenarios illustrating possible consequences of social decisions in future situations, suggestions for involvement in the issues and the decisions, and recommendations for further study. Some of the American traditions examined are those of unity, diversity and individuality, migration and restriction, American languages, minorities, and assimilation. Different cultures and values are compared throughout history and between nations. Futuristic scenarios are on the topics of civil liberties and consumer rights. Suggested resources include activities, films, multimedia kits, and simulations and games.

631. Nelson, Mary. Problems Indian students face. *Indian Historian*, 1972, *5*(2).

632. Nevins, Lawrence. A remedial program for effective open admissions. 1970. EJo25797.

Describes an adapter program, currently operational at the State University of New York's Urban Center in Manhattan, which prepares people with vocational, general and high school equivalency diplomas to enter college and survive without further assistance.

633. New USOE financial aid program announced. Educational Journal of the Institute for the Development of Indian Law, 1973, 1(9), 18-20. EJ103057.

Various U.S. Office of Education financial aid programs for postsecondary education are described. Native American students may find themselves eligible for the Basic Opportunity Grant, a Supplemental Education Opportunity Grant, the College Work Study Program, the Guaranteed Student Loan Program, or the National Direct Student Loan Program.

634. New York State Opportunity Programs, 1972-73. SEEK, HEOP, and EOP at public and private post secondary institutions. New York State Education Department, Albany, 1975. ED111918.

This report is considered to constitute the first attempt to present a comparative analysis on university level programs of educational opportunities. The following topics are included in the analysis: enrollment and retention, demographic characteristics, academic background, major subject area, supportive services, academic progress, student costs and financial aid, and expenditures. Cited among the findings are the following: that academic dismissal is the most important reason for leaving opportunity programs, followed by personal reasons; that given educational and economic disadvantages, educational opportunity program students remain in college at high rates as compared to the average retention rate for all students in the nation; and that opportunity programs serve as a major vehicle for minority group enrollments. Certain practices concerning degree requirements, financial aid, and definitions for defining economic disadvantage recommendations are the need for comprehensive supportive services and the need for timely and accurate accounting of program activities and expenditures as the law provides.

635. Nickel, James W. Preferential policies in hiring and admissions: A jurisprudential approach. Columbia Law Review, 1975, 75(3), 534-558. EJ129671.

In presenting a framework for analyzing preferential policies that use racial, ethnic, or sexual classifications (modifying the correlation between classifications and relevant characteristic), the author, a defender of preferential policies, discusses objections to these policies that do and do not use racial or ethnic classifications to define the preferred group.

636. Nieto, Consuelo; Valverde, Leonard A. A momentus leap: From survival to leadership. Consortium Currents, 1976, 3(1), 2-10. EJ146466.

Discusses the changing role of Chicano educators in educational leadership and examines three different models of educational leadership that have been or can be used by Chicanos. Available from the Consortium for Educational Leadership, 5801 South Kenwood Avenue, Chicago, IL 60637.

637. Nieto-Gomez, Anna, Ed. New directions in education: Estudios femeniles de la Chicana. Montal Educational Associates, San Fernando, California, 1974. ED122989, copyrighted.

A team of outstanding Mexican American women educators from the Southwest designed these course outlines for college and university levels focusing on "La mujer Chicana" in history, literature, sociology, and higher education. This curriculum guide includes materials aimed to stimulate the student's examination of the Chicana in finding out who and what she is through a study of her culture, language, and heritage. Course outlines include: (1) "La Chicana in Higher Education"--an examination of higher educatin as an organization designed to prepare the Chicana to participate more effectively within the college and/or university structure; (2) "La Chicana in Literature"--a positive reinforcement for Chicana self-identity designed to motivate women to express themselves through literary works; (3) "Sociology of the Chicana"--a vivid presentation of the struggle against racism and sexism in society in general and in the Chicano community; and (4) "History of the Chicana"--a review of the Mexicana/Chicana's role in the history of Mexico and the United States and the future alternatives available through education. Intended to supplement each of the course outlines, a 219-item bibliography is included. The bibliography cites books, pamphlets, articles, government publications, unpublished materials, and films on the Chicana.

638. Nist, John. Handicapped English: The language of the socially disadvantaged. Charles C. Thomas, Publisher, Springfield, IL, 62717, 1974. ED089344, copyrighted.

This book deals with the isolation and alienation of native-language speaking minority groups resulting from the teaching strategies and precedures used in the public school system. Chapters include: "The Problem Defined", which states the problem of handicapped English and argues that it is a cultural rather than a psychological phenomenon; "The Child and His Language" which traces the language and growth of the child, both as a receiver-transmitter and as a conceptualizer; "Does 'Different' = 'Inferior'?" which analyzes in detail the three levels of social-class lects (acrolect, mesilect, basilect) in Modern American English; "Inadequate Segmentation of Reality" which studies the inadequate segmentation among speakers of the basilect and finds their language deficient in the semantic, designative, implicative, and pragmatic variables of Modern American English; "Inappropraite Image of Self and Linguistic Roles" which probes into deficiencies in message receiving which complicate appropriate linguistic role response; "Causes of Handicapped English" which plays particular attention to environmental rather than biological deprivations; and "Pretentions at Pedagogy" which offers conclusions aimed at public school educators.

639. Noon, John. The Navajo way: From high school to college. DNA Legal Services, Inc., Window Rock, Arizona, 1975. ED124355.

Written for college-bound Navajo high school seniors and dedicated to all Native Americans, this guide presents information relative to preparation for college entrance. The following topics are discussed in detail: (1) choosing a college; (2) admission procedures; (3) financial aid; (4) miscellaneous forms; (5) a timetable for the senior year of college. Also included in this guide is an appendix which presents definitions for the terms used in the text, some sample forms, and a bibliography.

640. Novak, Michael. The one and the many. Daedalus, 1974, 103(4), 203-211. EJ108086.

The pluralistic nature of our society is an overwhelming factor in the legacy of the sixties which has given us an opportunity to rethink the meaning of our diversity and of our unity. The legitimization of dialectics and the incorporation of minorities are manifestations of this pluralism.

641. Nunez, Rene, Comp. A proposal of guidelines for reordering educational processes of recruitment and admissions. California State College, Long Beach, 1969. ED031321.

The premise of this paper is that all educational institutions have a moral obligation to reorder priorities immediately to meet the needs of Chicano students for relevant, motivated education, enabled by public support and a sensitive appreciation of cultural differences between the majority and the Chicano culture. Set forth are philosophical and practical steps felt necessary for making public education equitable, relevant, and obtainable for Chicano students today. Plans for recruitment and admission of Chicano students are established which include general policy regarding committee formation, proportional representation, and financial support. Guidelines are proposed for 4-year state and private institutions of higher education as well as community colleges. Admissions criteria are delineated for students, faculty, and administrative personnel. The final section deals with sources of recruitment, and discussion centers on the high school, community, and specific sources of student recruitment.

642. Nyquist, Ewald B. Higher Education Opportunity Program. Annual report. 1973-1974. New York State Education Department, Albany, 1974. ED111257.

The status of the Higher Education Opportunity Program (HEOP) is reviewed in terms of enrollment, program financing and financial aid, academic programs, and measurement of outcomes. Separate documents report on the 1973-74 activities for private-sector institutions funded under HEOP, for the City University Search for Education, Elevation and Knowledge (SEEK) and College Discovery Programs, and for the State University Educational Opportunity Program. The programs are directed at the educationally and economically disadvantaged at private colleges and universities in New York State. Details are offered in this report on inmate education, contractual agreements, personnel, staff patterns, admissions criteria, racial composition of enrolled students, pre-freshman summer experience, academic year supportive services, grades and credit, accumulation rates, choice of major, separation, retention and graduation, student profiles, and specific studies and research at several institutions. Implications and recommendations for the program are reviewed.

643. Oklahoma Indian Education Needs Assessment. Volume I: Summary, conclusions, and recommendations. Oklahoma State University, Stillwater, 1976. ED122998.

As the first in a four-volume series on the Oklahoma Indian Education Needs Assessment Project, this report presents: an overview of the entire project; a summary of the perceptions and current status of Oklahoma Indian education; and conclusions and recommendations. Survey instruments are identified as the Educational Goals and Needs Survey and the Individual School District Questionnaire (educaltonal programs). The current educational status is identified in terms of: the common school system; the BIA school system; vocational-technical education; higher education; other statewide activities in education; academic achievement; social/emotional development; economic conditions. Among the major recommendations presented are the need for: increases in higher and adult education assistance and funding; development of a massive awareness campaign relative to Indian education; development of statewide teacher training institutes for Indian education awareness and culture; active recruitment of Indian professionals; development of continuing education programs in agri-business, home maintenance/operation, land development, and management training; evaluations of Indian education programs to include Indian input; comprehensive evaluation of BIA schools; use of construction funds to remodel existing facilities a la the community education center concept.

644. Oklahoma Indian Education Needs Assessment. Volume II: Perceptions. Oklahoma State University, Stillwater, 1976. ED122999.

As the second volume in a four-volume series, this report presents the development and results of the needs assessment phase. The needs assessment questionnaire is described as involving 18 goal statements, 43 educational need statements, and an open-ended category for additional goals and needs. The survey population is identified as follows: Bureau of Indian Affairs (BIA) Advisory School Boards (n=24); Title IV Parent Advisory Committees (n=85); Johnson O'Malley Community Education Committees (n=69); teacher aides (n=62); tribal leaders (n=66); grassroots American Indians (n=127); public school teachers (n=310) and administrators (n=127); Indian students (n=162); BIA administration and staff (n=56). Major results of the ranking and rating of educational goals, program needs and the additional perceived goals and needs are identified as follows: eight of the 10 groups ranked the teaching of cognitive skills as the most important goal, but the student group ranked affective development as most important; six of the 10 groups ranked the need for trained counselors as the most important need, but public administrators ranked skill training and vocational education as the two most important needs; more guidance and counseling services and/or special programs ranked highest in the open-ended category.

645. Oklahoma Indian Education Needs Assessment. Volume III: Current status. Oklahoma State University, Stillwater, 1976. ED123000.

As the third volume in a four-volume series, this report presents survey data and analysis relative to: (1) the common school system; (2) vocational-technical education; (3) Bureau of Indian Affairs school system; (4) higher education; (5) other statewide activities;

(6) academic achievement; (7) social-emotional development; and (8) economic conditions.

646. Oklahoma Indian Education Needs Assessment. Volume IV: Appendixes. Oklahoma State University, Stillwater, 1976. ED123001.

As the fourth volume in a four-volume series, this volume presents the following appendices: (1) Summary of Scope of Services of Bureau of Indian Affairs Contract Number K01C14200605; (2) Procedure for Goals and Need Statements Questionnaires; (3) Needs Assessment Questionnaire; (4) Title IV Questionnaire Meetings; (5) Johnson O'Malley Questionnaire Meetings; (6) Cover Letters to Goals and Needs Assessment Questionnaire; (7) Individual School District Questionnaire; (8) Listing of 1974-75 Title IV Schools; (9) Higher Education Questionnaire; (10) Student Racial Composition in State Institutions of Higher Education; (11) Faculty Racial Composition in State Institutions of Higher Education; (12) Rating of How Schools Are Now Meeting the Goals of Indian Students; (13) Educational Goals of Oklahoma Indian Students; (14) Educational Program Needs; (15) Rating of How Schools Are Now Meeting the Needs of Indian Students; (16) Educational Needs of Oklahoma Indian Students; (17) Enrollment, Completion, and Follow-up Data on Vocational-Technical Education Programs; (18) Sources of Funding for Vocational-Technical Education; and (19) Tables (104 separate tables).

647. Olive, Helen. White professors grading black students. *Improving College and University Teaching*, 1975, *23*(1), 31-32. EJ122832.

Discusses why white professors may misassess black students through guilt, fear, disinterest, or inaccurate testing.

648. Olsen, Henry D. Changes in academic roles of black and white compensatory education students and its effects on self-concept-of-academic-ability. Office of Education, Washington, D.C., 1972. ED063219.

A relationship exists between an individuals' perception of his ability to learn and his academic achievement. This paper reports the findings of a study designed to identify the level of self-concept of academic ability of 121 students, comprised of 108 blacks (64 males and 44 females) and 13 whites (7 males and 6 females), upon enrollment in and completion of a pre-college compensatory education program in New York State during 1968-69. Enrollment in compensatory education constitutes one academic role, while completion constitutes another role. The Brookover Self-Concept-of-Academic-Ability Scale was administered to subjects upon entering and again upon completing the program. It was theorized that there would be a positive change in self-concept of academic ability of (1) each subject as a result of moving from one to another; (2) black and white subjects from test 1 to test 2; and, (3) both male and female subjects from test 1 to test 2. It was concluded that changes in academic roles had a positive effect on the self-concept of academic ability of male and female black subjects; but only for white male subjects. The research indicates that compensatory education programs could positively affect self-concept improvement contributing to academic achievement.

649. Olsen, Henry D. The effect of a program for disadvantaged youth developing self-concept of academic ability. State University of New York, Buffalo, 1970. ED041561.

The purpose of this study was to investigate the effect of compensatory education on selected socially determined intervening variables which may affect the academic growth and performance of a black or white post-high school, pre-college student - a Compensatory Education Student (CES). The study focuses on 3 problems. (1) Is admission of a student into a compensatory education program accompanied by social influences (intervening variables) which are generally negative and strong enough to counteract the benefits of the supposedly more ideal educational setting? (2) Will success in a compensatory education program predict a likelihood of that student achieving a college degree? (3) Does peer group companionship of the individual involved in compensatory education have any bearing upon the individual's success? Answers to these questions were sought by testing 8 hypotheses. This report discusses the related literature and the procedures used for research and analysis; analyzes the data; and presents a summary, conclusions and implications. A bibliography and the questionnaire used are included.

650. Olsen, Turee. ERIC/RCS: Multi-ethnic education. Journal of Reading, 1976, 19(8), 686-687,689.

Reviews the literature in the ERIC on the multi-ethnic education and reading instruction.

651. One Feather, Gerald. American Indian community colleges. American Indian Resource Associates, Oglala, S. Dakota, 1974. ED113094, copyrighted.

With the emergence of reservation based community colleges, the American Indian people, as decision makers in these institutions, are providing Indians with the technical skills and cultural knowledge necessary for self-determination. Confronted with limited numbers of accredited Indian personnel, a limited budget, and limited technical assistance, these Indian institutions are embracing an educational philosophy which emphasizes the kind of occupational, general, and cultural education that will help to solve reservation problems. Major issues confronting Indian community colleges in the future will be: (1) the monetary and social problems of the reservations; (2) recruitment of substantial member of Indian faculty; (3) determination of the tribal-federal realtionship and the federal role in Indian self-determination; (4) development of an accrediting agency to deal with the legal and cultural standards of tribal institutions and programs, particularly occuational and cultural programs; (5) careful consideration of the effects of the assimilation, the cultural knowledge, and the bilingual/bicultural philosophies of education; (6) the effectiveness of the American Indian Higher Education Consortium in dealing with federal agencies and the national academic community.

652. On campus with women. Number 11. Association of American Colleges, Washington, D.C., 1975. ED113259.

This occasional newsletter summarizes a variety of activities concerning women on campuses and in the job market across the United States. Topics covered in the newsletter are affiramtive action and employment, education of women, coeducation and admissions, and sports. A number of specific reports of activities are found under each topic. For example, in this issue the section "Affirmative Action and Employment" includes State Agencies Bar Discrimination: Massachusetts Colleges to Pay; Educational Testing Service (ETS) Confirms That Women Earn Less; and American Sociological Association (ASA) Charts New Role for Professional Organizations. The newsletter and single copies of other materials are available free from the Project.

653. O'Neil, Robert M. Beyond the threshold: Changing patterns of access to higher education. American Council on Education, Washington, D.C., 1970. ED046346.

There are many barriers to equal access to higher education: finances, selective admissions policies, race, and geography. Though some intensive efforts have been made to recruit minority students, the situation is not much better now than it was 20 years ago. The American higher education system has grown rapidly, but the demands on education have increased even faster. Most institutions have become more selective, and this has produced sharp stratification between levels. Much of the increase in minority group enrollment is accounted for in community colleges, the minority share among freshmen being much higher than among upper classmen. The future of governmental support for minority student programs is in doubt, and there is some uncertainty whether recent trends really reflect net enrollment change or simply describe the reallocation of a static student population, i.e., more blacks in previously all-white schools and more whites in previously all-black schools. Geography is becoming a barrier with private, prestigious institutions seeking national distribution of student populations, and the public schools limiting out-of-state enrollment. Financial considerations may force the private institutions to accept the in-state student with a state scholarship over the out-of-state student who needs financial support from the college. Legal considerations may force the public institutions to eliminate the quotas on out-of-state students.

654. Ornstein, Allan C.. An overview of the disadvantaged: 1900-1970. Illinois Schools Journal, 1972, 52, 51-58.

The author presents an analysis of the issue of inequality noting the different problems confronting European immigrants as compared with the problems faced by racial minority groups later. Early important books of the 1940's, which were concerned with the relationship between social class and education and presaged the current interest in educational equality, are noted. The subsequent development of the issue of educational equality, spearheaded by the civil rights movement and the war on poverty is analyzed in the light of the seminal writings of Conant, Riessman, and Sexton during the 60's. Ornstein concludes by identifying eleven general themes that pervaded the literature of educational equality in the past decade and eleven areas of concern for the future.

655. Ortiz, Gilbert; Kendler, Karen Seed. The New York Medical College Summer Program: Remedial education for medical school admission. Journal of Medical Education, 1974, 49(7), 694-695. EJ099760.

A summer program has been initiated by the Office of Minority Affairs at New York Medical College with the aims of providing educatinally and economically disadvantaged minority college students with the academic support, study skill guidance, and career guidance needed for preparation for entrance into medical school.

656. Otis, Morgan, Jr. A native American studies program: An institutional approach. Indian Historian, 1976, 9(1), 14-18. EJ136614.

While the virtues of three educational alternatives for Native American studies are discussed, a case is made for a Native American Studies Center, a research center or institute to explore the ways and means of developing a Native American studies program for higher education.

657. Overlan, S. Francis. An equal chance to learn: Not for sale. New Republic, 1972, 166(20), 19-21. EJ061090.

658. Oversight Hearings on Laws Affecting Indian Education. Hearings before the Subcommittee on elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, 1st Session (Washington, D.C.), 1976. ED122991.

Pursuant to the 1974 House of Representatives Committee Rules, the Committee on Education and Labor is charged with legislative responsibility for all federal laws affecting American Indian education, and these hearings represent the committee's attempt to gain insight into those laws affecting American Indian elementary/secondary and higher education as administered by the Bureau of Indian Affairs. Testimony relative to educational programs, funding, legislation, needs, etc. is presented for representatives from: National Indian Education Association; Office of Indian Education; Indian Library Services Technical Assistance Center; and several other organizations.

659. Owens, Otis Holloway. A study of black graduate students in Alabama. Alabama University, University, Alabama, 1976. ED125513.

As long as blacks are underrepresented in graduate and professional schools, they will continue to be underrepresented in the professions and other policy-level positions. Historically, and today, the barriers to graduate education faced by blacks are diverse and include financial assistance, racism, recruitment practicles, admissions policies, motivation and job opportunities. An examination of black students attending graduate schools in Alabama during the summer and fall sessions, 1974, seeks to relate access to graduate training and the experiences of the student enrolled.

660. Pablano, Ralph (Rafa). Ghosts in the barrio. Issues in bilingual-bicultural education. Leswing Press, San Rafael, California, 1973. ED085128, copyrighted.

The book is a collection of essays on issues in bilingual-bicultural education by Chicano educators. Some of the essays are based on personal experience while others are the result of intense research. Full documentation is given for research. The essays are critical yet analytical. They do not present a single point of view but rather give an educational-political spectrum ranging from left to right. The readings are aimed at individuals (Chicano and non-Chicano) who come in contact with the Chicano students or who are interested in Chicano language, culture, goals, and aspirations. They are divided into 9 sections: (1) Four Critical Observations of the Anglo Establishment by Chicano Educators; (2) Attributes and Qualities of Being a Chicano: Stereotypes and Definitions; (3) Employment Data: Training Considerations for Public Education and the Chicano; (4) Chicanos and the Political Process; (5) Some Conceptual and Theoretical Frameworks from Which to View Problems in Education; (6) Subject Matter and Instructional Concerns; (7) An Approach to Learning: Bilingual and Bicultural Education; (8) Some Views on Training and Retraining of Teachers and Administrators; and (9) Instructional Styles for the Classroom and the Barrio from the Perspective of La Raza.

661. Packwood, William. College student personnel graduate placement. *Journal of College Student Personnel*, 1976, *17*(1), 22-27. EJ139122.

ACPA's Commission XII surveyed 103 college student personnel training institutions regarding their graduate placement. Graduates were identified according to degree, sex, and race. Percentages of graduates placed, areas within the college student personnel field, types of institutions, and areas of the country were computed. The discussion includes implications of the data.

662. Pallone, Nathaniel J. No longer superfluous, the educational rehabilitation of the hard-core unemployed. Final report. South Bend Community School Corp., Indiana, 1965. ED015328.

The South Bend Project on the Educational Rehabilitation of the Hard-Core Unemployed was designed to provide training in basic educational skills for 100 hard-core unemployed and assist them in developing favorable work attitudes to equip them for vocational training, determine the educational and vocational characteristics of the group, and to explore instructional techniques and curricular provisions. Of the 160 eligible for enrollment, 198 enrolled in the project, though 14 terminated, usually to accept employment, in the first weeks. The program consisted of training in language arts and arithmetic and group guidance activities. At the end of 20 weeks, the trainees were tested and on the basis of results entered vocational training or continued training for another 16 weeks. Some findings were -- (1) a large majority of hard-core unemployed were educationally rather than mentally retarded, (2) it is highly likely that such instruments as the California Test of Mental Maturity and the G Score (learning ability) of the general aptitude test battery are inadequate to measure the learning ability of the hard-core unemployed, (3) sex differences seemed more profound than race differences in the underlying social-psychological-educational-economic dynamics, (4) the undereducated hard-core unemployed compensated for educational deficiency of from 1 to 3 years in a 20-week period, and (5) the instructional experiences were associated with increases in both educational aptitudes and inventoried mental ability and with changes in social behavior traits in more mature, more socialized directions.

663. Panitz, Emanuel. American Indians and Minnesota's private colleges. An evaluation of the Minnesota Private College Research Foundation's Indian Education Project, 1971-72 -- 1974-75. Minnesota Private College Foundation, St. Paul, 1976. ED129488.

The Minnesota Private College Research Foundation - Indian Education Project (MPCRF-IEP) provided additional financial support for programs that were unique, developmental, and Indian in their approach to expansion of higher educational opportunities for Native American students. Funding allocated by the Project was made on a dollar for dollar matching basis with the recipient colleges. Of the 10 participating private colleges, some provided all or part of their matching dollars through other external grant funds, others used institutional funds. MPCRF-IEP's overall accomplishments and contributions toward developing educational opportunities for Native Americans within Minnesota's private college sector were assessed. The evaluation design was the "Stake Evaluation Model" which builds upon three premises--antecedents (conditions existing prior to the Project), transactions (conditions brought about by the Project), and outcomes, both intended and unintended. Data were also obtained by on-site visits to seven of the colleges and from project records and data. MPCRF-IEP accomplished most of its intended goals.

664. Panos, Robert J. Picking winners or developing potential. School Review, 1973, 81(3), 437-450. EJ079230.

The model for higher education suggested here entails radically different responsibilities and commitments on the part of educators. The instruction and curriculum must be made adaptive to the needs and motivations of the students; failures in learning must be perceived as a function of faulty curriculum.

665. Papageogiou, Mary R. Using CASES in measuring effects of compensatory education. Based on a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana) 1973. ED130183.

This study examines the effectiveness of an open classroom socialization process employed in an experimental compensatory education program in terms of one of its objectives. The five-year Education Improvement Program (EIP) used behavior modification treatments to promote a style of pupil behavior described as self-directed, independent, and problem-solving. It was hypothesized that enabling pupils to develop an individual style of learning would result in greater knowledge of academic subject matter than would the conforming style of pupil behavior typical of traditional school environments. The study was guided by the question of the effect of an open educational environment on academic achievement of culturally disadvantaged elementary school children. The measure of open classroom behavior was gathered using CASES (the Coping Analysis Schedule for Educational Settings). The results suggest that for three of the four academic areas studied, the traditional classroom environment (teacher-directed) may be inappropriate with the culturally disadvantaged. Open classrooms seem to be appropriate for learning reading and arithmatic. Caution should be exercised in generalizing the findings.

666. Parker, Carol L. A guide for planning and implementing career education programs in the community college. Washington State Board for Community College Education, Seattle, 1974. ED095416.

This guide provides criteria for both the planning and the implementing of career education programs at the community college level and is the result of a national poll conducted by the National Dissemination Project. It is intended to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students through planning. It is comprised of two major sections: planning and implementation. The planning section includes the following subdivisions: philosophy and goals; policy and procedures; organization; planning; funding; facilities; instructional materials and equipment; business and industry; advisory committees; private and public agencies; counseling, guidance, and placement; and faculty. Implementation includes subdivisions entitled: information dissemination, scope of curriculum, faculty, supervision, recruitment of students, articulation, and evaluation.

667. Parker, Ernest L. A comparison of educational motivation: Northern black students versus southern black students. International Journal of Continuing Education and Training, 1973, 2(3), 299-303. EJ077316.

Examines reasons for higher black student motivation in the south.

668. Parker, Franklin. Politics and educational directions: Prospects for 1976. Journal of Thought, 1974, 9(2), 90-95. EJ100396.

Article reported on the future of education and how education is playing a role in integrating minorities into the mainstream of national development.

669. Parker, Kellis E.; Stebman, Betty J. Legal education for blacks. Annals of the American Academy of Political and Social Science, 1973, 407, 144-155. EJ079346.

The story of blacks in legal education is viewed in the natural history of matriculation in law schools; admission, financial aid, attrition, bar examinations, placement are discussed.

670. Parker, L. Mayland. Native American traditional economic values and systems: Some dispersed samples. 1976. ED124314, copyrighted.

In order to test the hypothesis which states "the economic values of traditional tribal cultures are essentially the same", seven culturally and geographically diversified Native American tribes were investigated via library research. The tribes studied were: Mohawk and/or Iroquois (microthermal climate); Maricopa (tropical/desert environment); Hopi (desert); Sioux (midlatitude steppe grasslands); Makah (mesothermal climate); Eskimo (harsh polar environment); Samoan (tropical rainforest). Findings supported the hypothesis, indicating in each case that: (1) the socioeconomic and political structure was based on the extended family and/or clas; (2) land was communally owned by the group (extended family, clan, or village); (3) there was relative economic equality (with exception of the Makah who had slaves); (4) there was an abligation to share one's material goods with the less fortunate within the ethnocentric "in" group; (5) there were leadership roles which were not absolute or domineering; (6) there was some form of consensus; (7) the virtue of shering and generosity was universal; (8) there were higher and better defined ideals when legends contained a recent spiritual leader; (9) the traditional stage had not included money or any dominant medium of exchange; (10) there was strong emphasis on self-discipline and self-denial expecially among Mohawk, Hopi, and Sioux.

671. Parmeter, J. Thomas. Impact of the Thirteen College Curriculum Program on graduating seniors: Motivational and attitudinal factors. Institute for Services to Education, Washington, D.C., 1975. ED115200.

This document reports on some student impact results of the Thirteen College Curriculum Program (TCCP). The TCCP is a major effort in intervention and reform in the higher education of black Americans generated in predominantly black colleges. The goals were to reduce attrition rates by improving the quality of instruction at freshman and sophomore levels of college. The initial efforts and the kinds of results here are responsible for the fact that 41 schools have now been involved in trying to replicate these initial findings in a much larger group of institutions. In the body of the report the findings in a much larger group of institutions. In the body of the report the findings in each area are first presented as a composite picture, followed by a discussion of the comparative differences between the three previously identified groups of seniors. In general, the study reports the positive outcomes of the TCCP. It implies that the long-range gains can be made by black students who are in an innovative curriculum intervention program during their freshman year. Indirectly, the results of the study indicate the positive outcomes of ISE's recurring summer and winter faculty development efforts with freshman instructors on student growth and development.

672. Parrish, Dorothy. A question of survival: The predicament of black women. *Integrated Education*, 1976, *14*(3), 19-23. EJ140543.

Reprinted from "We'll Do It Ourselves: Combating Sexism in Education", published in 1974 by the Student Committee, Study Commission on Undergraduate Education and the Education of Teachers, University of Nebraska, Lincoln, Nebraska.

673. Parsons, Talcott. Stability and change in the American university. Daedalus, 1974, 103(4), 269-277. EJ108095.

The core structure of the university has remained intact through the storm of the sixties. Alterations with respect to governance and to minority groups appear to be a part of previously established developmental trends as well as functions of the period of turbulence.

674. Patterson, David L.; Smits, Stanley J. Communication bias in black-white groups. Journal of Psychology, 1974, 88, 9-25. EJ104006.

Indicated that both race and sex contributed to significant biases, although race seemed to be the more substantive contributor.

675. Patterson, Frederick C. The educator's role. Parks and Recreation, 1975, 10(4), 22-23, 60-61. EJ115071.

Educators are screening candidates more carefully in order to reduce enrollments and cut costs. The screening process developed to screen in park and recreation majors must be carefully developed so that a significant percentage of black and other minority group students will be admitted to curricula.

676. Patton, Walter; Edington, Everett D. Factors related to the persistence of Indian students at college level. Journal of American Indian Education, 1973, 12(3), 19-23. EJ077335.

677. Patton, Walter Stinnett. An investigation of selected factors related to persistence of American-Indian students at two New Mexico universities. New Mexico State University, 1972. ED082905.

The purpose of this study was to determine if there was a statistically significant difference in selected factors between American Indian students who persisted at the University of New Mexico and at New Mexico State University and those who did not. Subjects were 135 Indians and 200 non-Indians at the University of New Mexico and 68 Indians and 100 non-Indians at New Mexico State University. A random selection of the non-Indian students was made from the student directories. There were 22 hypotheses tested for significance at the .05 level by means of a step-wise discriminant analysis technique. Variables tested for classification purposes were: age, sex, marital status, tribal affiliation, high school rank, high school size, ACT scores, GPA, semester course load, major field of study, place of residence, Indian or non-Indian roommate, Indian club membership, financial aid, and distance student travels from home to college. It was found that the best combination of factors related to persisting American Indian college students were: a female student less than 19 years of age when first enrolled in college, a graduate of a larger, public high school who ranked in the upper third of the graduating class, had scored 17 or above on the ACT, and chose a major field of study within the professional field.

678. Pearce, Frank C. A study of academic success of college readiness students at the College of San Mateo. San Mateo College, California, 1968. ED019956.

The college readiness program at the College of San Mateo, California, was designed to integrate minority youth into the college and the community. A study of students who had enrolled in the program since its beginning in 1966 included these observations--(1) 95 percent were negroes, (2) although 40 percent had not chosen a major, academic or transfer goals accounted for 90 percent of the majors named, (3) scores on entrance examinations were not valid predictors of grades for these students, (4) there was little difference between the students' high school and college grades, which were usually in the range of C or D, (5) 40 percent would have qualified for academic probation if the college had such a status, (6) a student's grades in the summer prior to his first regular session were higher than in subsequent regular terms, and (7) achievement in English classes was lower than that of the student body as a whole. The author concluded that the program was meeting a significant need, but that the college's commitment of resources is inadequate.

679. Pedrini, Bonnie C.; Pedrini, D.T. Multivariate assessment of ACT composite scores of disadvantaged and regular freshmen. ND. ED131106.

The univariate and multivariate assessment of general achievement/aptitude for regular and disadvantaged freshmen at the University of Nebraska at Omaha were investigated. Correlational (single and multiple) and variance analyses (Maximum n = 150) and chi square analyses (maximum n = 1,214) assessed American College Test (ACT) Composite scores with several variables (for example: race; sex; financial aid; employment; instruction; cumulative grade point average (GPA); attrition/persistence). Separate regression equations for various groups and subgroups result in greater precision. Singly or multiply, the significant assessors of ACT scores are race, primarily, and GPA, secondarily. Additional assessors appear unnecessary. Significant ACT variance differences between blacks and whites, and between blacks and the standardization population raise questions regarding normative data. General achievement/aptitude is significantly delineated (1) by race and by GPA, for the population, for nonexperimental fresnmen, and for experimental and/or control freshmen, (2) by financial aid and by attrition/persistence, for the population, and for nonexperimental freshmen, and (3) by instruction with or without financial aid, for the population.

680. Pedrini, D.T.; Pedrini, Bonnie C. Assessment and prediction of grade point and/or attrition/persistence for disadvantaged and regular college freshmen. College Student Journal, 1976, 10(3), 260-264. EJ146111.

Studied multiple assessors and predictors of single criterion and combination criterion for disadvantaged and regular fresnmen (maximum N=143). Computed were analyses of variance and multiple correlations and regressions. Results are discussed.

681. Penalosa, Fernando. Recent changes among the Chicanos. Sociology and Social Research, ND, 55, 47-52. EJ027600.

The term "Chicano" is rapidly replacing the term "Mexican American" as the self-chosen term for the group especially among its more militant and better informed members. A strong sense of community is developing among the Chicanos, at the same time that pride in the barrio subculture is increasing and a renewed interest is manifested in Mexico's scientific and humanistic achievements. Social and political action is taking more militant forms. Some of the most significant recent gains have been in higher education, with the increase in Mexican American enrollment and the institution of Chicano studies programs.

682. Perrin, Robert. Computing minorities. Change, 1972, 4(8), 36-38. EJ064825.

Making certain that minority groups are well represented in student bodies is often difficult, as in the case of the University of Michigan where the student body numbers over 40,000.

683. Perry, Jesse. Literature, a mirror to understanding oneself and others today, tomorrow and yesterday. Paper presented at the Annual Meeting of the California Association of Teachers of English (16th, Los Angeles, California), 1974. ED094387.

Literature and the education process, if carefully selected, can give students a more realistic view of themselves, their history, their families, their peers, and others unlike themselves. The teacher should be able to select reading materials that will better acquaint students with similarities and dissimilarities in the lives of different racial, ethnic, religious, and cultural groups. "Reading Ladders for Human Relations" lists books and develops themes that may be useful in helping students to understand better those individuals whose color, nationality, or religion is different from their own. This process enables students to discuss and examine preconceived ideas that they may have held about groups of people, and it may also help them to understand differences and to foster better human relations. A possible goal of a multicultural curriculum is to develop a program that will enable students to learn that people of different sexes, religious, and ethnic and social backgrounds can have common concerns.

684. Perry, Richard; and others. A follow-up evaluation of a summer health career program for minority students. Journal of Medical Education, 1976, 51(3), 175-180. EJ132897.

A matched comparison group design was utilized to determine the value of a special summer education health career experience to attract minority students to health careers. Results show a significant difference on stability of first career choice, indicating that such a program can and does have an effect.

685. Pesqueira, Richard E. Mexican American student (staying) power in college. College Board Review, 1973-74, 90, 6-9,26,28. EJ089715.

678. Pearce, Frank C. A study of academic success of college readiness students at the College of San Mateo. San Mateo College, California, 1968. ED019956.

The college readiness program at the College of San Mateo, California, was designed to integrate minority youth into the college and the community. A study of students who had enrolled in the program since its beginning in 1966 included these observations--(1) 95 percent were negroes, (2) although 40 percent had not chosen a major, academic or transfer goals accounted for 90 percent of the majors named, (3) scores on entrance examinations were not valid predictors of grades for these students, (4) there was little difference between the students' high school and college grades, which were usually in the range of C or D, (5) 40 percent would have qualified for academic probation if the college had such a status, (6) a student's grades in the summer prior to his first regular session were higher than in subsequent regular terms, and (7) achievement in English classes was lower than that of the student body as a whole. The author concluded that the program was meeting a significant need, but that the college's commitment of resources is inadequate.

679. Pedrini, Bonnie C.; Pedrini, D.T. Multivariate assessment of ACT composite scores of disadvantaged and regular freshmen. ND. ED131106.

The univariate and multivariate assessment of general achievement/aptitude for regular and disadvantaged freshmen at the University of Nebraska at Omaha were investigated. Correlational (single and multiple) and variance analyses (Maximum n = 150) and chi square analyses (maximum n = 1,214) assessed American College Test (ACT) Composite scores with several variables (for example: race; sex; financial aid; employment; instruction; cumulative grade point average (GPA); attrition/persistence). Separate regression equations for various groups and subgroups result in greater precision. Singly or multiply, the significant assessors of ACT scores are race, primarily, and GPA, secondarily. Additional assessors appear unnecessary. Significant ACT variance differences between blacks and whites, and between blacks and the standardization population raise questions regarding normative data. General achievement/aptitude is significantly delineated (1) by race and by GPA, for the population, for nonexperimental fresnmen, and for experimental and/or control freshmen, (2) by financial aid and by attrition/persistence, for the population, and for nonexperimental freshmen, and (3) by instruction with or without financial aid, for the population.

680. Pedrini, D.T.; Pedrini, Bonnie C. Assessment and prediction of grade point and/or attrition/persistence for disadvantaged and regular college freshmen. College Student Journal, 1976, 10(3), 260-264. EJ146111.

Studied multiple assessors and predictors of single criterion and combination criterion for disadvantaged and regular freshmen (maximum N=143). Computed were analyses of variance and multiple correlations and regressions. Results are discussed.

681. Penalosa, Fernando. Recent changes among the Chicanos. Sociology and Social Research, ND, 55, 47-52. EJ027600.

The term "Chicano" is rapidly replacing the term "Mexican American" as the self-chosen term for the group especially among its more militant and better informed members. A strong sense of community is developing among the Chicanos, at the same time that pride in the barrio subculture is increasing and a renewed interest is manifested in Mexico's scientific and humanistic achievements. Social and political action is taking more militant forms. Some of the most significant recent gains have been in higher education, with the increase in Mexican American enrollment and the institution of Chicano studies programs.

682. Perrin, Robert. Computing minorities. Change, 1972, 4(8), 36-38. EJ064825.

Making certain that minority groups are well represented in student bodies is often difficult, as in the case of the University of Michigan where the student body numbers over 40,000.

683. Perry, Jesse. Literature, a mirror to understanding oneself and others today, tomorrow and yesterday. Paper presented at the Annual Meeting of the California Association of Teachers of English (16th, Los Angeles, California), 1974. ED094387.

Literature and the education process, if carefully selected, can give students a more realistic view of themselves, their history, their families, their peers, and others unlike themselves. The teacher should be able to select reading materials that will better acquaint students with similarities and dissimilarities in the lives of different racial, ethnic, religious, and cultural groups. "Reading Ladders for Human Relations" lists books and develops themes that may be useful in helping students to understand better those individuals whose color, nationality, or religion is different from their own. This process enables students to discuss and examine preconceived ideas that they may have held about groups of people, and it may also help them to understand differences and to foster better human relations. A possible goal of a multicultural curriculum is to develop a program that will enable students to learn that people of different sexes, religious, and ethnic and social backgrounds can have common concerns.

684. Perry, Richard; and others. A follow-up evaluation of a summer health career program for minority students. Journal of Medical Education, 1976, 51(3), 175-180. EJ132897.

A matched comparison group design was utilized to determine the value of a special summer education health career experience to attract minority students to health careers. Results show a significant difference on stability of first career choice, indicating that such a program can and does have an effect.

685. Pesqueira, Richard E. Mexican American student (staying) power in college. College Board Review, 1973-74, 90, 6-9,26,28. EJ089715.

686. Peterson, Irvin L.; and others. Recreation and health education programs for the Santee Indian Reservation. 1976. ED121746.

This is a report of a joint Nebraska Wesleyan University-Red Cross project on the Santee Indian Reservation. Through the project, Wesleyan students took a three-credit course in which they learned principles of health education, physical education, recreation, and nutrition, and used their skills on the reservation. The students participated in all aspects of the community project, from designing and building facilities to training local people to assume responsibility for the project. The project had to cope with numerous social, economic, and physical problems in this underprivileged area, but over time most goals were accomplished. The author of the report recommends that college health, physical education, and recreation programs offer such practical training experience for their students.

687. Philips, U.; and others. A formative and summative evaluation model for special educational programs. Journal of Medical Education, 1976, 51(10), 836-843. EJ146815.

Data are presented to illustrate the utility of a systematic evaluation model when applied in a realistic test situation (an operational program for minority students). Several advantages of using this model are discussed.

688. Phillips, Beeman N. Anxiety and school related interventions: A selective review and synthesis of the psychological literature. Interpretive Study II. Division of Research Report. New York State Education Department, Albany, 1971. ED053401.

This is the second in a series of studies designed to make the latest research on selected topics available to the educational community. Specifically, this report reviews, synthesizes, and interprets the literature on anxiety. The various chapters: (1) describe the different ways in which anxiety can be viewed as a response (e.g., phenomenologically, physiologically, and behaviorally); (2) discuss and evaluate what learning theory, psychoanalytic theory, and cognitive theory have to say about anxiety; (3) contain information pertinent to the different methods for measuring anxiety; (4) present the research on the antecedents, concomitants and consequences of anxiety for learning and school performance; and (5) elaborate primary, secondary and tertiary intervention strategies which are feasible in the school setting. The appendices contain discussions focusing on testing for anxiety as well as samples of a number of such tests.

689. Phillips, Romeo Eldridge. Contemporary crisis of the Afro-American faculty in white academies. Negro History Bulletin, 1976, 39(4), 577-579.

Suggests that the crisis confronting Afro-American scholars appears not to be academic, but one of basic freedom of movement on the campus and in the community at large.

690. Pierce, William F. Final report of Subcommittee No. 3 of Implementation Task Force on Education and Training for Minority Business Enterprise. Office of Education, Washington, D.C., 1975. ED115836.

The overall objective of Subcommittee No. 3 of the Implementation Task Force on Education and Training for Minority Business Enterprise was to effect actions required to implement two recommendations in the final report of the intial task force. The two recommendations were: (1) to establish a minimum of 12 pilot programs in entrepreneurial career awareness and training for minority youth at the elementary and secondary levels and for youth outside the established school systems, and (2) to establish a minimum of six pilot programs in entrepreneurial career awareness and training for adults. The document contains a suggested plan for implementation, or timetable, for fiscal year 1975-76; a two-page discussion of sources for funding; a chart providing detailed information on projects already funded in 1975, with five pages of supplementary information; and a three-page discussion of the prospects for institutionalization of Subcommittee No. 3 programs, which are all pilot, or demonstration, programs. Some provisions which have already been made to assist these programs in continuing beyond the life of the current or pending contracts or grants are recounted, and efforts being made toward information dissemination are described.

691. Pilon, Grace. The measurement and evaluation of the mental, academic and personal-social development of primary students in workshop way classrooms and in non-workshop classrooms. Final report. Xavier University of Louisiana, New Orleans, 1970. ED047055.

In this program report, students from Workshop Way (WW) classrooms were compared with students who were not in the program to discover if WW students were progressing faster in academic and social development. The WW program operated in disadvantaged areas; it combined a special organizational plan of the social and physical features of a classroom with a homework plan, personality-phonics activities, parental involvement, and flexible scheduling. The research design included three experimental WW classrooms and two control classrooms for grades 1 and 2; the five classrooms were all in ESEA Title I schools. Although all classrooms were in disadvantaged neighborhoods, one classroom was integrated--black, white, and Mexican-American. Objectives of the program were: (1) to discover a difference, if any, in the rate of mental, academic, and personal-social development on WW students and the control students; (2) to determine if WW students continue to progress at a different rate; and (3) to determine if there is any transfer of skills learned through in the program to other skills in the future. The subjects were given standardized pretests and posttests in mental ability, achievement, and personal-social growth. In addition, observations of paired students were arranged. WW students were found to have progressed significantly better in mental and academic development; skills learned in the workshop were transferred.

692. Pincus, Fred L. Tracking in the community colleges. Research Group One, Baltimore, Maryland, ND. ED087504, copyrighted.

The attempts made by community colleges to "democratize" higher education are discussed from the standpoint of the goals and policy of community colleges, and an empirical study of tracking in higher education is presented. Five public goals of community colleges are given, as are three non-public goals. The study of tracking in higher education considers academic characteristics, social class, ethnic composition, and transfer and terminal students. Community college policy is described in the areas of occupational and remedial education. Concluding remarks are given, and footnotes, two tables, and a bibliography are provided.

693. Placide, Dorothy J. Special Educational Needs Program. End of year report, FY 1976. Wisconsin State Department of Public Instruction, Madison, 1976. ED126215.

The Special Educational Needs Program (SEN) was established in 1973 to provide supplemental educational resources for children who have or are likely to have low levels of achievement, expecially in relation to social and economic factors. The SEN program is unique in that it is the first and only Department of Public Instruction program which funds educational programs for nonpublic, nonsectarian agencies on the same basis as public schools. The program additionally provides for preschool children who are presently enrolled in non-educational day care and other such agencies. SEN is also the only state funded program which can provide supplemental funding for public school districts wishing to establish programs for prekindergarten students who are potentially low achievers with economic and social deprivation. During the past year, 1975-76, the SEN program funded 29 projects, serving a total of 2,376 children. This report has identified the financial and statistical information relative to enrollment expenditures and grant awards issued to all participating agencies. It also contains the results of each project's standardized test data on the achievement of students participating in the SEN program.

694. Plaut, Richard. Searching and salvaging talent among socially disadvantaged populations. 1963. ED013261.

Because negroes comprise less than 1 percent of the interracial college population, educators must try to identify the many capable disadvantaged negro high school students and encourage them to attend integrated colleges. The National Scholarship Service and Fund for Negro Students (NSSFNS), in a short-term approach to this problem, advises high school seniors about admission and scholarship opportunities in integrated colleges. Within a 14-year period, NSSFNS has helped 8,500 students enroll in 350 accredited 4-year colleges, with over $3,700,000 in scholarships. Despite relatively low national aptitude and achievement test scores, these students had successful college careers, and achieved consistently beyond the level predicted for them. The long-term approach initiated by NSSFNS encourages school personnel to identify and motivate talented disadvantaged students earlier than the 12th grade. In this connection, the New York

City Board of Education successfully established a 6-year demonstration guidance project in Junior High School 43 and George Washington High School. More students in the project enrolled in college than non-project students from the same school, and most of the early project graduates continued their education beyond high school in some form. Other projects have grown out of the original demonstration project, but their effectiveness depends on the availability of funds, the school's initial success in identifying the able student, and on individual and group guidance to change both the student's negative self-image and the parent's attitudes.

695. Pollak, Louis H. DeFunis non est disputandum. Columbia Law Review, 1975, 75(3), 495-511. EJ129668.

Argues that the Supreme Court was right in not making a decision in the DeFunis v. Odegaard case regarding the right of the University of Washington Law School to identify applicants for admission by race and give preferential treatment to "minority" applicants. Emphasizes the need for "sharply defined and fully canvassed legal issues".

696. Popp, Leonard A. Helping inner-city students surpass the norms. Education for the Disadvantaged, 1974, 2(2), 2-5. EJ098750.

Reports the findings of a study which investigated the effect of parental involvement in the school on student achievement in inner city elementary school classrooms.

697. Portraits: The literature of minorities: An annotated bibliography of literature by and about four ethnic groups in the United States for grades 7-12. Los Angeles County Superintendent of Schools, California, 1970. ED042771.

Intended to aid the secondary school teacher in recommending appropriate works to students, this annotated bibliography by and about black Americans, North American Indians, Mexican Americans, and Asian Americans gives detailed information and evaluations on themes, literary quality, and intellectual and emotional levels of materials. The bibliography, based on the standards of the booklist "We Build Together", is organized according to literary types--novels, short stories, poetry, drama, folk tales and legends, biographies, autobiographies, essays, letters, speeches, and anthologies --with every selection intended to foster the development of better self-concepts for minority culture students. Availability of paperback editions is noted. A separate bibliography for teachers and suggestions for thematic units are included.

698. Posner, Bruce G. Joining the mainstream: Tougaloo debates its course. Change, 1975-76, 7(10), 14-18. EJ129617.

Tougaloo College, a private black college in Jackson, Mississippi, has 718 full-time students, a minority of black faculty members, and a mostly out-of-state board of trustees. The author reviews its radical reputation, as "the antithesis of the white community" and the present emphasis on preparing its students for full participation in business and the professions.

699. Post secondary education and the disadvantaged: A policy study. Center for Policy Research, New York, 1969. ED034839.

This report, based on theoretical considerations as well as knowledge from cumulated sociological research in the field of compensatory education, is in three parts. Section I is a policy memorandum on Black studies focusing on: bridging education, undergraduate black studies, and social centers, besides graduate programs and research specialization. The response of American colleges to the underprepared student is dealt with in Section II. Assessment of the clientele, supportive programs for the underprepared, and compensatory programs comprising remedial courses, precollege programs, intensive programs, and motivation programs are discussed in this section. Section III consists of an annotated bibliography on pluralism and integration on white campuses categorized into: background analyses, either theoretical/philosophical or empirical in nature; materials concerned with the needs of minority students; proposals, designs or demands for programs; reports or statements of programs already in existence; and, assessment of established programs or program proposals and analyses of implications of black studies.

700. Pottinger, J. Stanley. Statement on guidelines for application of Executive Order 11246 to higher education institutions receiving federal funds. Office for Civil Rights, Washington, D.C., 1972. ED069225.

Executive Order 11246 requires presidents of higher education institutions to meet certain equal employment responsibilities and prohibits recipients of federal contracts from discriminating in employment on the basis of race, color, religion, sex, or national origin. It also calls for affirmative steps to attract more women and minority applicants for employment consideration. The guidelines reaffirm that goals and timetables are required as a part of affirmative action programs, make clear that quotas are not required or permitted, and describe in functional terms the difference between the two. Nothing in the affirmative action concept requires a university to employ or promote any faculty member who is less qualified than other applicants competing for that position. Affirmative action does require, however, that any standards or criteria that have had the effect of excluding women and minorities be elminiated unless such criteria are conditions of successful performance in the particular position involved.

701. Potts, Alfred M., II, Knowing and educating the disadvantaged, an annotaged bibliography. Adams State College, Alamosa, Colorado, 1965. ED012189.

"Knowing and educating the disadvantaged" is an annotated bibliography of materials related to the education of migrants or the economically disadvantaged. It is arranged by both topic and title indexes. Topics include agriculture, American culture, directories, bibliographies, guides, handbooks, administration and organization of education, adult education, culture, early childhood education, elementary education, educational goals, health education, home economics, Indian education, migrant education, primary education, rural education, secondary education, education and general statistics, teacher education, vocational education, guidance and counseling, health, immigrants, Indian Americans, labor, language and language arts, legislation, migrants, minority groups, negro Americans, poverty psychology, public relations, Puerto Ricans, sociology, Spanish Americans, and tests and testing.

702. Powell, Joann. Higher education for the black student. Journal of College Student Personnel, 1970, 11(1), 8-14. EJ013169.

Explores historical perspectives of black admissions to colleges, both white and Negro. Examines practices, since enactment of Civil Rights Act of 1964, in northern and southern white institutions, and discusses impact on Negro colleges of current widespread recruitment of able blacks by large white schools.

703. Priesing, Paul P.; Frost, Robert. Increasing student retention through application of attitude change packages (and) increasing GPA and student retention of low income minority community college students through application of Nightengale Connant change packages; A pilot study. Paper presented at California Association for Institutional Research, May, 1972. 1973. ED076188.

The first of two studies reported was conducted to determine whether unemployed aerospace engineers who received computer science training as well as the Nightengale-Conant attitude change packages wouldhave a significantly higher course completion rate than control classes who were given the same training without the attitude change packages. The experimental class totaled 30. They listened to the Nightengale-Conant tapes and were given class instruction concerning attitudes and goals. Findings showed that Ss benefitted from both the occupaticna training and the experience of learning to set personal goals and to change attitudes. The second study was conducted to determine whether the application of Nightengale-Conant attitude change packages to low-income, minority community college students would increase their grade point averages and retention rates. Ss were 24 low-income minority students who enrolled in Fall 1972 at San Jose City College and were awarded California Extended Opportunity Program grants in aid. Tapes were checked in and out by student supervisors; little, if any, effort was made to discuss with the students ideas on the tapes. Results showed that the GPA and retention rates of these students were higher than the GPA and retention rates of the comparable control group.

704. Price, Jay R. Selected factors related to Selective Service rejection and rejection rate in Delaware (1967): A study of the characteristics of young men failing to meet mental qualifications for military service. Delaware State Department of Public Instruction, Dover, 1970. ED042107.

This study sought information about selective service rejection in Delaware, specifically rejectee characteristics, reasons for rejection, and the high rejection rate in Delaware. The basic design was modified case study method in which a sample of individual records were examined. Differences between this sample and national samples were tested by Chi Square. The Fisher Exact Method was used to test relationships between rejectee characteristics. Four fifths of the rejectees were IV-F. The Fisher test revealed that: (1) the relationship between the rejectee's educational level and that of his parents approached significance; (2) there is a strong relationship between high school program and dropping out; (3) no significant relationships were found between educational level and social behavior, educational level and race, and educational program and social behavior. Socioeconomic factors were highly related to rejection as suggested by the high correlation between rejection and the number of Negroes examined, the number of households with income below $5,000 and per-pupil expenditure in the schools. It is recommended that Delaware revise its public school curriculum so as to emphasize special help to disadvantaged groups and the racial minorities.

705. Priorities for postsecondary education in the South. A position statement by the Southern Regional Education Board, Atlanta, GA, 1976. ED129157.

Priorities for the continued development of postsecondary education in the South are identified, specifically the structure and process by which limited funds will be allocated and public resources used. Education and training for employment has been identified as a special need for southern high school graduates. Postsecondary education must offer a broad range of opportunities for education beyond high school, and the full diversity of postsecondary institutions and programs must be considered in statewide planning for the effective use of public resources. The purpose and meaning of a baccalaureate education must be redefined, and undergraduate programs must be reexamined in terms of changing demands and expectations for education. Other priorities are identified for the active consideration of academic and public leaders. Consolidation and restraint in development of graduate and professional education, the adequacy of funding, use of specialized talents and resources in the solution of societal problems, need for self-generated reform, more nontraditional approaches, and concern for minority and ethnic groups are matters requiring careful consideration by policy and decision makers.

706. [A program to prepare college and university officials to increase the enrollment and meet the needs of minority groups and low income students. General summary and recommendations.] California Community Colleges, Sacramento, 1970. ED070438.

A training program was held for academic administrators of community colleges in order to develop the skills and awareness required to meet the needs of low-income minority-group students. Each participating institution was expected to send that person responsible for the institution's efforts to meet the needs of the specified group of students, three administratigve people, and one student representative of the student group concerned. The Community college program began with 5-day training session presented by a training team that toured California Community Colleges. The program used books, tapes, pamphlets, unpublished interviews and talks, direct observation of programs and program target areas, group and small group discussions, and work sessions. Evaluations are given of a President's Conference held prior to the community college training program, four five-week sessions conducted at the Wright Institute, and the program in the Community Colleges in California. Recommendations are made for improvements in future training programs.

707. Progress report on implementation of desegregation plans. Tennessee Higher Education Commission, Nashville, 1975. ED118699.

Describing the major developments since January 1974 within the larger 1969-74 context, this document focuses particular attention to changes in enrollment and faculty composition between the fall of 1973 and of 1974. Between 1973 and 1974, enrollment of black students increased from 10.7 percent to 11.9 percent of total enrollment in Tennessee's public colleges and universities. There is progress toward better racial distribution of students as indicated by the increases in black students' total student body at other institutions. Although the total number of black faculty increased from 345 to 360, their proportion remains the same because of the relatively larger increase in white faculty. There is progress toward desegregation of faculties, but it is apparent that progress toward desegregation of administrative staffs has been less than in the areas of student enrollment and faculty composition. Substantial progress is seen in the Nashville segment of public higher education, as indicated by the increase in white enrollment at Tennessee State University, continued substantial enrollment of blacks at University of Tennessee at Nashville, continued improvement in faculty mix, substantial improvement in the composition of the administrative staff, and the employment of a black administrator. Appended tables include racial composition of personnel, faculties, and student enrollment.

708. Project ABLE: Descriptive summaries of Project ABLE programs. 1968-1969. New York State Education Department, Albany, 1969. ED038737.

Project ABLE is a series of demonstration educational programs initiated in 1961 for the purpose of identifying and encouraging potential abilities among pupils from culturally deprived groups and low socioeconomic backgrounds. The word ABLE was chosen to indicate a belief that, given adequate resources, schools are ABLE to devise educational procedures which insure equality of educational opportunity for all pupils including those identified as "disadvantaged". In order to participate and receive financial support from state funds, school systems in Cooperation with the Project Unit of the Division of Pupil Personnel Services developed demonstration programs to meet identified educational needs at the local level. A wide variety of techniques with observable positive results were utilized by the participating school districts.

709. Project Opportunity Reports: Research and evaluation report, number 1972-5: Post-secondary enrollment patterns of group III Project Opportunity Students; Number 1972-3: College choices of outstanding black students in Project Opportunity. College Entrance Examination Board, Atlanta, GA, 1972. ED073207.

Project Opportunity, a cooperative endeavor the College Entrance Examination Board and the Southern Association of College and Schools, is a long-term demonstration guidance project that has operated at 11 centers in the South since 1964. Funded primarily by the Ford Foundation, the program focuses primarily on high school students from minority/poverty backgrounds. The project's primary purpose is the encouragement of greater numbers of students to stay in school and subsequently to continue their education at an appropriate school or college. The only full-time staff member at each center is a Project Opportunity counselor; this counselor works within the normal school setting and is assisted by a local policy committee that is composed of school administrators and representatives from nearby colleges that have agreed to sponsor the program. Report Number 1972-75 examines data concerning the third successive group of Project Opportunity students. Summary data is presented for the 411 Group III students who completed high school in May and June of 1972 at the 11 centers. Report Number 1972-76 focuses on the colleges chosen by the outstanding black graduates of the program. Thus far in the three graduating groups, there have been 582 black students who have continued their education at some college or other post-secondary institution.

710. Prosen, Rose Mary. Teaching the immigrant experience: An approach. Illinois Schools Journal, 1975, 56(3), 46-53. EJ130763.

711. Purnell, Silas. A salute to excellence. Journal of the National Association of College Admissions, 1975, 19(4), 22-23. EJ117318.

An interview with Silas Purnell, Director of Education Service for the Ada S. McKinley Community Service Organizations reveals some of the failings in higher education which are facing minority students today.

712. Pyecha, John N.; Berls, Robert. Background, objectives, and design of the National Study of the Upward Bound Program. Research Triangel Institute, Durham, N.C., 1976. ED121887.

The purpose of this paper is to provide the background and objectives of an evaluation study of Upward Bound (UB), a nationwide program to help selected low income high school students prepare for and enter post secondary education. The primary aim of the study is to evaluate the accomplishment of two of the program's major objectives, to increase the high school retention rate of its participants, and to increase the rate of entry of participants into institutions of post secondary education. Evaluation of a third major objective of the program, that involving generation of skills and motivation necessary for success in education beyond high schools, is approached tangentially as a secondary aim of the study. Also included as a secondary objective is the investigation of a series of questions which would aid in interpreting the results of the primary objectives. Given these objectives, the study focuses on the 333 regular Upward Bound projects operating in the United States during the 1973-74 program years. To obtain a detailed understanding of the program and to devise alternative preliminary designs, several sources are employed. These, along with the three primary sources of data collected, the timing of collection, the primary purposes of data obtained, and the strategy for data analysis, are summarized. This study serves as an introduction to three subsequent papers which focus on methodology, data collection, data processing, analysis, and the results of this evaluation.

713. Quinn, Edward. The case for open admissions. "We're hold our own". Change, 1973, 5(6), 30-34. EJ082123.

714. Quintana, Francis, Comp. The brown paper: Education and Chicanos in New Mexico, 1973-74. New Mexico Highland University, Las Vegas, 1974. ED113120.

Goals of the New Mexico Chicano Mobile Institutes were to: improve the quality and equality of education to meet the needs of Chicano students in public and private institutions of higher learning throughout the state; and prepare personnel in higher education to meet the needs of students, from low income and ethnic minority families, attending all public and private schools in the state. Persons identified as having some influence on the education of Chicanos in New Mexico were invited to participate in two 2-day institutes. Since participants had to pay for their own expenses, they were asked to participate through correspondence if unable to attend. Of the 158 persons identified, 62 did not respond, 59 corresponded by mail, and 38 actually particilated. The first institute identified, defined, organized, and documented all problem areas affecting Chcanos at all educational levels. The second reviewed the problems identified in the first institute, then identified, defined, and related proven innovative solutions to the problems. Both institutes were conducted in a very successful manner. A synopsis of both institutes is given in this paper. Also included are: a list of all people responsible for education in the state; analysis of statewide testing; pupil enrollment school district; and summaries of four Civil Rights reports pertaining to education in the Southwest.

715. Rabinove, Samuel. Law school minorities: What price admission? America, 1973, 128(16), 387-389. EJ077289.

The professional school is caught between a social need to grant preferred admission to disadvantaged minority applicants--and the risks that go with reverse discimination.

716. Race and sex analysis of students. Mississippi Gulf Coast Junior College, Perkinston, 1976. ED126959.

This report provides an in-depth look at student enrollments as compiled for the College Plan of Compliance to Title VI of the Civil Rights Act of 1964. Data from the Mississippi Gulf Coast Junior College Student Enrollment History, 1973-1975, were utilized in analyzing race and sex of enrolled students during this period. Analysis revealed that while overall enrollment increased by 40.2%, minority enrollment increased by 53%. Greatest minority enrollment growth in numbers and percentages was in full-time freshmen students while the smallest growth occurred in the percentage of minority students enrolled in part-time academic, technical, and vocational programs. Percentages of females increased in almost all discrete categories utilized, from 38.1% to 42.6%. College-wide total full-time female enrollment increased from 42.1% to 43%; full-time freshmen decreased from 45.3% to 43.4%, and part-time increased from 30.8% to 41.9%. Information regarding the percentage of freshmen continuing as sophomores the following year is also included in this report. Included are tables indicating student enrollment history, projections, and goals for 1973-75, and student enrollment by race and sex compared to 1970 Census information for George, Harrison, Jackson, and Stone counties.

717. Ramer, Andrya L.H.; Rees, Norma S. Selected aspects of the development of English morphology in black American children of low socioeconomic background. Journal of Speech and Hearing Research, 1973, 16(4), 569-577. EJ119275.

718. Ramirez, Manuel, III; and others. Mexican-American cultural membership and adjustment to school. Developmental Psychology, 1971, 4(2), 141-148. EJ035620.

Mexican-American and Anglo-American junior high and high school students of the lower socioeconomic class were administered an attitude toward education scale and a projective technique consisting of pictures for which they were asked to construct stories. The results showed that Mexican-Americans had expressed views toward education which were less positive than those of Anglo-Americans.

719. Ratcliff, James L. Job development: What it is and how to do it. A report of the National Dissemination Project for Post-Secondary Education. Washington State Board for Community College Education, Seattle, 1974. ED092186.

Prepared as part of the National Dissemination Project to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students, this paper focuses on the job development concept. Career eduation deals with all three domains of learning--cognitive, affective, and psychomotor; job development deals with the individual application of these cognitive, affective and psychomotor skills to a specific occupation. The job development concept implies occupational mobility, and it entails career education as a process in which job development is an intermediary stage. Job development also calls for the coordinated efforts of school guidance and school instructional personnel. Occupational information should be included in the regular curricula. An open-ended curriculum allows for novel combinations of courses, leading to occupational training not otherwise possible. Program development begins with the identification of the specific problem, followed by the design of a suitable program. Implementation of a well-designed program includes ongoing measurement of the program's progress and an overall appraisal of the total process of the program. The difficulty of planning, designing and implementing a job development program varies with the degree of the college's commitment to the concept.

720. Rayburn, Wendell G.; Hayes, Edward J. Compensatory education: Effective or ineffective? Journal of Counseling Psychology, 1975, 22(6), 523-528. EJ127357.

This study measured the effectiveness of a college level compensatory program for black disadvantaged students relative to aspiration, motivation, and academic levels as compared to advantaged students. Results revealed that the disadvantaged group reduced the gap between initial disparities on the criterion measures for the independent variables measured.

721. Recruiting minority women, no. 2. Association of American Colleges, Washington, D.C., 1974. ED098851.

The number of special resources for recruiting minority women is, although still limited, slowly increasing. The document lists studies and handbooks, directories, registries and placement agencies, national organizations and women's groups, publications and directories of other media.

722. Redish, Martin H. Preferential law school admissions and the equal protection clause: An analysis of the competing arguments. UCLA Law Review, 1974, 22(2), 343-400. EJ126184.

Examines the DeFunis case and preferential admissions policies, the standard of judicial review in testing these programs under the equal protection clause, the relevance of the educational setting to the scope of judicial review, the goals offered to justify preferential admission, and possible alternative means of accomplishing the goals.

723. Reidhaar, Donald L. Minority preference in student admissions. Journal of College and University Law, 1975, 2(3), 197-209. EJ132849.

Overviews current and recent preferential admissions cases other than DeFunis, particularly Bakke v. the Regents of the University of California, pointing up major issues in racial preferential admissions cases and concluding that universities and their professional schools, not the courts, must fashion and apply admissions policies responsive to educational objectives and needs.

724. Report of the Association of American Medical Colleges Task Force tothe Inter-Association Committee on Expanding Educational Opportunities in Medicine for Blacks and Other Minority Students. Association of American Medical Colleges, Washington, D.C., 1970. ED042401.

This report identifies the major efforts which will be necessary to increase the representation of minorities in the medical profession on a nationwide basis. Part I, the introduction, highlights the gross underrepresentation of minority group members in the medical profession, and indicates the major emphases of the report, which are: (1) retention of students in the educational pathway leading to the medical profession; (2) financial assistance programs for medical students; and (3) recruitment of students into the educational pathway. Part II presents conclusions and recommendations concerning: (1) overall student financial problems in higher education; (2) short-term financing of minority medical students; (3) long-term financing of medical students; (4) establishment of regional opportunity centers to provide information about career opportunities for minority students in the health professions; and (5) expansion of the AAMC Office for minority student affairs. Part III presents estimates of the minority applicant pool, ways of increasing minority student enrollment, and an analysis of the problems in the retention and recruitment of students. Tables and references are included.

725. Report of the Commission on Tests: I. Righting the balance. College Entrance Examination Board, New York, 1970. ED045703.

The charge of the Commission on Tests was to undertake a thorough and critical review of the College Board's testing functions in American education, to consider possibilities for fundamental changes in the present College Board tests and their use, and to make recommendations to the Board based on its conclusions. After reviewing current criticisms of tests and their use, the Commission concludes that the Board's testing functions and associated services, although needing adjustment and augmentation to hew closer to the public interest, should be continued and could serve three main functions: (1) a "distributive" function by contributing to comprehensive and sensitive descriptions of students, of colleges and their programs, and of the potential relationships between the two as both students and colleges engage in a process of reciprocal choice, (2) a "credentialing" function by certifying demonstrable educational attainment whether acquired by attendance in school or college or not, and (3) an "educative" function by instructing students both in subject matter areas and in the skills and methods of making decisions and choosing.

726. [Report of the National Indian Education Conference (1st, Minneapolis, Minnesota, November 20-21, 1969).] Upper Midwest Regional Educational Laboratory, Minneapolis, Minnesota, 1969. ED129476.

Included in this packet sent to participants of this first national Indian Education Conference are: summaries; statements; points of interest; recommendations or resolutions given to the Planning Committee by each workshop chairman; and an evaluation form. Each workshop report is presented separately under the headings of "Objectives of the Participants" and/or "Recommendations". Reports are presented for the following workshops: (1) Community Control/Parent Participation; (2) Special Programs; (3) School Administration: A Leadership Calling for Indian Educators; (4) College Students: Indian Students Today, Indian Leaders Tomorrow; (5) Book Evaluation; (6) Public Schools for Indian Youth: Passport to Prosperity or Destiny for a Drop-out; (7) Speak-Out: Forum for Expression of Ideas by Indian People; (8) Bureau of Indian Affairs (BIA); Bia Schools, Problems, and Solutions; (9) Vocational Education: The Choice is There; (10) Indian Teachers for Indian Children; (11) Indian Education in Correctional Institutions; (12) Curriculum: Does American Indian Heritage Hold its Proper Place within the Schools?; (13) A New Approach to Indian Education: Project Red Lake Seven; (14) University and Indian Education; (15) Indian Values: Where in Indian Education.

727. Reports of member states on the implementation of the convention and recommendations against discrimination in education: Second report of the Committee on Conventions and Recommendations in Education, General Conference, Seventeenth Session, Paris, 1972. Item 20 of the Provisional Agenda. United Nations Educational, Scientific, and Cultural Organization, Paris (France), 1972. ED074161.

This document contains the Report of the Committee which studied the reports by member states on the implementation of the Convention and Recommendation against Discrimination in Education. The document analyzes the 41 reports transmitted by member states, 27 of which are parties to the Convention up to January 15, 1972. This report is in three parts with five annexes. The first part is an introduction. Part II consists of an overall analysis of the replies received. It is, in turn, subdivided into four chapters which correspond to the four sections of the second questionnaire. The third part of this report consists of the Committee's general conclusions and contains its recommendations. Finally, Annexes A and B to the report contain the text of the Convention and Recommendation respectively. Annex C contains summaries of the replies received from various countries. Annex D contains a summary of replies to the first questionnaire from Austria, Jamaica, and Pakistan, which it has not hitherto been possible to submit to the General Conference. Annex E consists of statistical tables.

728. A research report of the North Carolina Advancement School: Spring semester 1968. North Carolina Advancement School, Winston-Salem, 1968. ED045761.

This research report of the North Carolina Advancement School includes a description of the selection of students and the instructional program; a statistical analysis of the students; an evaluation of the counseling and instructional programs; a discussion of research in progress; and recommendations. The School's purpose is to carry on experimentation and research on the causes and possible remedies of underachievement as well as to help individual students realize their potential. For the Spring, 1968, semester, 108 eighth-grade boys, representing all areas of the state, constituted the resident student body; thirty-six boys from the local area were admitted as day students. The students were given individualized and exploratory instruction working closely with a counselor. In summary, the results of this study tend to indicate that personality characteristics are highly correlated with achievement. It is recommended that further research be done in this area and that diagnostic methods continue to be explored.

729. A research report of the North Carolina Advancement School: Spring semester 1968 Follow-up. North Carolina Advancement School, Winston-Salem, 1969. ED045762.

This research report is the first extensive follow-up which the North Carolina Advancement School has conducted on former students. The School, a residential school for underachievers, was established to conduct research into the causes and possible remedies of underachievement. The subjects, eighth-grade boys, attended the School in Spring 1968. The followup study was designed to determine what effect the Advancement School experience had on school performance the following school year. Some of the results are: (1) half of the subjects were achieving better grades; (2) no differences were found in intelligence of achievement levels; and, (3) some changes were noted in attitudes.

730. A research report of the North Carolina Advancement School: Summer session 1968. North Carolina Advancement School, Winston-Salem, 1969. ED045763.

This is a report on the North Carolina Advancement School's eight-week summer session for sixth- and seventh-grade boys. The summer session for underachievers was limited to a residential program. The instructional program involved studying humanities, mathematics; science, and the arts with close guidance by a counselor. The results from the summer term show some changes in the boys in residence, which are apparently related to the age and grade of the student. The sixth-grade students showed greater and more consistent gains on measures of reading, achievement, and study skills; in addition, they improved their attitudes towards themselves and the School. Seventh-grade students tended to be more erratic than sixth-graders in terms of their response to the summer term; however, they showed significant gains in oral reading and work-study skills.

731. A research report of the North Carolina Advancement School: Fall term 1968, Spring term 1969. North Carolina Advancement School, Winston-Salem, 1969. ED045764.

This is a report on the North Carolina Advancement School's research and program for the Fall, 1968, and Spring, 1969. The School was designed to implement research on the problem of underachievement. The students, sixth- and seventh-grade boys, usually reside at the School. The instructional program includes humanities, reading, mathematics, and art. Individual instruction, team teaching, and other experimental methods were employed. The results show that the students evidenced significant growth on measures of achievement; the sixth-graders did better than those older in this area. This suggests that age is related to ability to respond to the program. Changes in personality variables were also more pronounced for sixth-graders. However, all students tended to change on psychological characteristics in a positive direction.

732. Resnik, Solomon; Kaplan, Barbara. College programs for black adults. Journal of Higher Education, 1971, 42(3), 202-218. EJ036323.

733. A resource document for implementating recruitment of minorities and women at the Florida State University. Florida State University, Tallahassee, 1973. ED109968.

The suggestions and recruitment sources contained in this document are compiled with the idea of aiding in the search for minorities and women to fill positions at all levels in the universities. The document contains: (1) innovative approach to increasing the number of minority and women faculty; (2) predominantly black colleges and universities; (3) predominantly black advanced degree-granting institutions; (4) administrative personnel at traditionally black state universities and land-grant colleges; (5) listing of black business, educational, and professional associations; (6) black directories and organizations; resources to assist in the recruitment of (7) minority women for academic positions, (8) minorities for academic positions, (9) women for academic positions; (10) listing of women's caususes and committees in professional associations; (11) women's colleges; (12) proportion of doctorates earned by women by area and field, 1960-1969; (13) availability statistics, women holders of the Ph.D. 1967-1969;

(14) percentage of Ph.D.'s awarded to women by the top five graduate institutions in selected disciplines; (15) doctorates granted from 1963-1968 by the top five graduate faculties by sex and discipline; (16) publications and news media; (17) bibliographies, resources, publishing houses, and libraries; and (18) addresses of sources.

734. Resources for change. A guide to projects 1975-76. Fund for the Improvement of Postsecondary Education, Washington, D.C., 1975. ED114042.

This document includes the descriptions of the 179 projects that received support from the Fund in 1975-76. The content represents resources for change, not capital resources, but those noncapital resources essential to improvement--people, institutions, and ideas. The Project Directors named are practitioners working each day to implement real improvements in their settings. And the institutions named are not just the major universities, although some of them are included. The projects represent, in their totality, a broad sweep of practitioners of organizations involved in American postsecondary education today. The ideas, although all may not be regarded as dramatically new, often are woven into new contexts and other evidence untried dimensions. The projects generally fall within certain categories: (1) expanding educational opportunity to populations poorly served; (2) new approaches to aid prospective educational consumers; (3) faculty development and new incentives for effective teaching; (4) improvement of instructional services; (5) leadership development; (6) institutional development and renewal; (7) integration and work and education; (8) development of assessment techniques for evaluation of program quality and individual learning.

735. Reynolds, Richard J. Ability of ghetto children to retain images related to learning. Final report. Georgia University, Athens, 1972. ED064452.

Piaget's notions about schema retention were examined using a sample of 384 disadvantaged four, five, and six year old children from a wide geographical area. The purpose was to examine the idea that schemas may be destroyed or modified by specific methods of interference using a retroactive inhibition model. Pictorial scenes were generated and shown to the children individually until a schema was formualted. These scenes were then removed, modified, and represented to check for schematic retention. Retention was tested by recall recognition. Temporal sequencing caused schematic loss. Irrelevant interferences produced the least amount of schematic loss. Both recalled and recognized schemas showed little effect of the interferences. Since all interferences were systematic modifcations of the original scenes, when S realized he was being presented a set of scenes, he substituted an anchor schema for the original. This anchored schema became the new schema, and the original schema was generally lost. Analyses indicated that children of this population may be less subject to losing schemas as to having them systematically modified by interferences which supplant the original schema.

736. Rhodes, Albert Lewis. Effects of parental expectations of educational plans of white and nonwhite adolescents. Final report. Florida State University, Tallahassee, 1968. ED027096.

This study was designed to examine the relationship between an adolescent's educational plans as reported by the adolescent himself and his mother's educational expectations for him as reported by her. The data were obtained in a previous study, a survey including a multistage, cluster sample of some 7,000 cases representing 13,484,000 public and private school students. The data had been gathered through questionnaires. Tests for interaction were used to determine if the effects of the mother's aspiration, race, and other characteristics influenced college plans. Findings indicated that a subject's plan to attend college was closely associated with his mother's educational expectation for him. This expectation was related to the mother's educational attainment and religion but was relatively independent of such characteristics as the subject's IQ and the socioeconomic status of the family. Negroes had the same level of educational aspiration as whites, but the mothers were less likely to expect that their children would go to college, primarily because of the cost involved. Negroes were also less likely to be enrolled in a college preparatory curriculum. Educational goals appeared to be formed at home and in the peer group, rather than in the school environment.

737. Rhodes, Barbara A. Special college entry programs for Afro-Americans. School Sociology, 1970, 98(2327), 360-362. EJ026646.

738. Richardson, Curtis; Dentler, Robert A. College careers program evaluation. Center for Urban Education, New York, 1971. ED061376.

An evaluation by the Center for Urban Education of the College Careers Program (CCP), operated by the College Careers Fund of Westchester, Inc., CCP is designed to identify, recruit, motivate, and place educationally "disadvantaged" young adults in carefully selected institutions of higher learning and to provide them with all necessary support, financial and other, to sustain them in school. This report deals with: (1) research design and procedures; (2) the targeted areas in the Westchester school district; (3) the problem of vocational education as an alternative response to the needs of disadvantaged youth; (4) a description of the CCP; (5) results of the evaluation; and, (6) summary and recommendations. Also included are appendices containing remedial programs in many New England communities and a listing of institutions of higher learning attended by College Careers participants in 1969-70.

739. Riddell, Janet; Bingham, Sam. Continuing education: The older, wiser student. Ms., 1973, 2(3), 54-56,86,88-89. EJ085837.

Reports on the efforts of twenty inner-city women who decided to return to college, urging their own schools and others to grant college credit for work and life experience.

740. Risinger, C. Frederick. Women in working class ethnic communities. "Controversial Issues Kit" No. 2. American Jewish Committee, New York, 1976. ED129697.

This kit provides a summary of a scholarly paper, discussion questions, and activities to promote constructive debate between scholars and ethnic groups about the role of women in working class ethnic communities. The paper identifies these women as descendants of immigrant women who still live in large industrial centers of the East and Midwest. Although they are regarded as "traditional" and "passive", their role in history shows that they were instrumental in supplementing or providing the only family income and in keeping their families and social organizations strong and active. The feminist movement does not include them, but social changes occurring at the present time are harming their personal identity and self-concept. Their husbands are threatened because some wives must work full-time to help meet the cost of living. They are aggressively active about socioeconomic concerns. Questions relevant to the lives of these women include the effect of the Equal Rights Amendment and the diluting effect on ethnicity from participation in the permanent job force. One of the six related activities involves comparing marriage expectations of ethnic women when they were age 20 to what they expect today.

741. Rochin, Refugio I. The short and turbulent life of Chicano studies: A preliminary study of emerging programs and problems. Social Science Quarterly, 1973, 53(4), 884-894. EJ074411.

The results of a questionnaire sent to Directors of Chicano Studies on campuses in the intermountain area and western states indicated that the forerunners of a significant Chicano movement are subject to intense pressures in university communities.

742. Roberts, Diane; Plunkett, Robert A. Selected keys to open the door to minority student participation in health careers. Journal of Allied Health, 1974, 3(1), 40-49. EJ094096.

This article identifies: (1) programs designed to remove barriers keeping minority groups from entering health occupational training programs; (2) fourteen institutions designing or offering this kind of curriculum; and (3) federal programs which have offered sources of funding to institutions wishing to engage in activities to increase minority student participation.

743. Roberts, William Howell. An examination of the contemporary American novel as a means of assisting students in meeting the demands of a changing society. The Ohio State university. University Microfilms, Ann Arbor, Michigan, 1972. ED082185, copyrighted.

This study discusses how the high school English teacher can use a study of the modern American novel to help his students function successfully in a society that often strips people of their individuality. The thrust of the study is on teaching materials, but teaching strategies and activities are also discussed. It is suggested that the study of dehumanization take place in a classroom where individualism prevails. The four parts of the study examine the protagonist who represents truth or innocence in a society that no longer values those ideals, the minority protagonist who is victimized, and selected film, music, and contemporary poetry. Many novels are suggested for use and ten are examined in detail.

744. Roby, Wallace R.; and others. Attitude and achievement as measures of effectiveness. Connecticut Compensatory Education Programs. Connecticut State Department of Education, Hartford, 1974. ED117223.

This report investigates the question of whether a combination of attitude and achievement results of pupils can be used in an objective way to identify the more effective reading and math compensatory programs in a state. This question is held to have particular relevance in Connecticut since two-thirds of the state's compensatory programming is aimed at improving reading and math skills. Chapters focus on background and purpose, attitude responses of pupils, reading and math gains of pupils, combing attitude and achievement of pupils, additonal findings, discussion of results, and value of the evaluation design used in the study. Findings indicate a low and non-significant association between pupil attitude and achievement test results. Evidence of this study is considered to indicate that school districts spend more of their compensatory dollars to help those eligible children who are furthest behind in achievement. Other findings showed that reading gains equaled expectations, that poor children achieve less, and that concentration was least in large schools. More emphasis is said to be needed in selecting those most in need of help. Results are reported in the form of tables listing the outcomes of statistical analyses, together with brief descriptions.

745. Rodriguez, Armando. The Mexican-American and higher education. 1968. ED030507.

The educational picture of the Mexican American is seriously impaired by the lack of Mexican Americans in schools of higher education. The high school graduate has had his cultural values and language assailed by the dominant Anglo culture. Psychologically scarred, he is faced with other impediments to personal and educational achievement. He is confronted with weak counseling programs, inadequate study habits, culture and value conflict, lack of adequate guidance and encouragement, the isolation encountered in the educational environment, and partial rejection by his parental group, peer group, and community. The Mexican American student in higher education needs intensified counseling to ease personal conflicts and to overcome a fear of the new learning experience. He also needs guidance and direction in the transition from family orientation to self orientation. Several statistics are included.

746. Rodriguez, Richard. Going home again: The new American scholarship boy. American Scholar, 1974/75, 44(1), 15-28. EJ110233.

Author recounted his feelings as he became educated and felt the growing distance between himself, a budding academic, and his non-academic parents.

747. Rohlen, Thomas P. Is Japanese education becoming less egalitarian? Notes on high school stratification and reform. 1975. ED129932.

The topic of equality in education, as it has existed in post-war Japanese cities to date and as it appears to be changing under the influence of the new high school reforms, are discussed in this paper. It is suggested that a critical social issue for modern Japan lies in the growing importance of family background. Postwar education, although more inclusive and democratic, has also become a field of competition in which the trend is toward a greater influence for family background factors. As education becomes more central to more of the populace, it also becomes more and more susceptible to the influence of intensified differences in each family capacity to compete in this arena.

748. Ross, Jimmy. The role of federal financial aid in equalizing educational opportunity. *Journal of the National Association of College Admissions Counselors*, 1975, 19(4), 13-16. EJ117315.

The challenge of realizing equality in education is a great and costly task. The author examines the role of the federal government in this area.

749. Rosser, James M. Higher education and the black American: An overview. *Journal of Afro-American Issues*, 1972, 1(2), 189-204. EJ079362.

Considers current educational systems irrelevant for the future because they are oriented to an age and a society which no longer exists: education for the future must develop technical competencies, educate for personal self-realization, and develop tolerance for change and alternative life styles.

750. Roueche, John E.; Kirk, R. Wade. An evaluation of innovative programs designed to increase persistence and academic performance of high risk students in community colleges. Final report. Office of Education, Washington, D.C., 1972. ED067094.

This study assesses the effectiveness of innovative programs for high risk students at four community junior colleges with somewhat different approaches to remedial education. Each program is described in terms of organizational structure, subject matter content, instructional strategies, counseling services, philosophy and objectives, grading practices, and student selection criteria. Effectiveness was assessed in terms of student persistence and academic performance for both program and control group students. Both groups of students were stratified according to ACT scores, race-ethnic groups, and academic year. General conclusions were: (1) high risk students in special programs tend to persist to a greater degree and achieve academically at a higher level than comparable high risk students in regular programs; (2) there is an indication that each year academic performance and persistence rates of high risk students in special programs are increasing; and (3) minority group students tend to persist and achievement academically to a greater degree than majority group students.

751. Rousseve, Ronald J. On racial gamesmanship and anti-intellectual attitudes in counselor education. *Counselor Education and Supervision*, 1971, *10*(4), 295-302. EJ042626.

Guidelines for professional action within a framework of rationality and civility are presented toward the end that Negro compatriots can acquire those educational skills and technical competencies that will actually enable them to achieve equality and fulfillment within the context of American society.

752. Russell Sage Foundation Annual Report, 1974-1975. Russell Sage Foundation, New York, 1975. ED127845.

During the year, the foundation staff completed the formation of eight program areas in which to concentrate future research. Four of these areas are major, and it is expected that they will receive larger appropriations in the next few years than the four minor program areas. The major program areas are: Age and Aging; Evaluation Research and Organizational Performance; Law and Social Science; and Civil Liberties and Social Control. The minor program areas are: Increasing the Use of Social Science Research; Race, Gender, and Ethnicity; Historical Studies of Social Policy; and Philanthropy. The annual report is organized around these new program areas, followed by financial statements.

753. Sabbath, Leslie M. Career counseling, planning, and placement: Implications for minorities. *Journal of Non-White Concerns in Personnel and Guidance*, 1975, *3*(3), 93. EJ120604.

Calls for counselors to assert themselves and take an active role in producing relevant career counseling, planning and placement programs for minority students.

754. Samora, Julian. The education status of a minority. 1963, ED002[illegible].

The educational situation of Spanish-speaking persons of the southwest is duscussed. In 10 out of the 15 Texas metropolitan areas, 40 percent or more of the Spanish population has experienced less than 4 years of schooling, in eight out of 10 California metropolitan areas, 20 percent or more are in the same category. Percentages rise as one proceeds north in Texas, California, Arizona, and New Mexico. The two reasons for such a situation are offered--default of the school system in providing equality of opportunity in education for ethnic groups, and lack of motivation for continuing education on the part of the Spanish-speaking. It is held that educational curricula should recognize to a much greater extent the cultural heritage of Spanish-speaking students. A basic approach to barriers and inequalities contributing to early dropout should be developed. This article was published in "Theory Into Practice", Volume 2, June 1963.

755. Samora, Julian; Galarza, Ernesto. Research and scholarly activity. *EPOCA: The National Concilio for Chicano Studies Journal*, 1971, *1*(2), 51-54. EJ069576.

Eight categories of demands being made by Mexican American students in higher education are discussed, and some leading questions which arise in each category are presented.

757. Sanders, Daniel S. Dynamics of ethnic and cultural pluralism: Implications for social work education and curriculum innovation. *Journal of Eduation for Social Work*, 1975, 11(3), 95-100. EJ127943.

Describing the contribution social workers could make to social change based on the emerging awareness of ethnic and cultural pluralism in American society, the author outlines necessary changes in social work education approaches, admission policies, curriculum organization, curriculum practices, and content to reflect a positive view toward ethnic and cultural differences.

758. Sandoval, Ralph; Nilsen, Alleen P. The Mexican-American experience. *English Journal*, 1974, 63(1), 61-63. EJ091052.

Presents annotated bibliographies of new commercial products and publications on literature by and about Mexican-Americans.

759. Sauls, Judith M.; Kalk, John Michael. National assessment of educational progress. Changes in science achievement of black students. Education Commission of the States, Denver, Colorado, 1976. ED127201.

This report presents data and analyses concerning black participants in two nationwide surveys of science achievement conducted by the National Assessment of Educational Progress (NAEP) during 1969-70 and 1972-73. In both assessments, NAEP selected respondents aged 9, 13, and 17 using a deeply-stratified, multi-stage probability sample. In addition to estimates of performance for age level, performance data are also included for groups categorized by sex, race, region of the country, and size and type of community.

760. Scheme to train technicians successful. *Chemical and Engineering News*, 1974, 52(7), 23. EJ095184.

Discusses a unique experimental program for training chemical technicians in New York with emphasis upon expansion of minority participation in sciences. Included are descriptions of goals, educational methods, instructional materials, and program's content.

761. Schiff, Martin. The educational failure of community control in inner-city New York. *Phi Delta Kappan*, 1976, 57(6), 375-378. EJ130981.

762. Schoenfeldt, L. Education after high school. *Sociology of Education*, 1968, 41(4), 350-369.

763. School enrollment--social and economic characteristics of students: October 1975. Current population reports, population characteristics, series P-20, No. 294. Bureau of the Census, Suitland, Maryland, 1976. ED125963.

This report contains data and descriptive analyses of social and economic characteristics of students in nursery schools through higher education. The figures are based on the Current Population Survey conducted in October 1975. Changes in school enrollment patterns for students attending nursery school through college by socioeconomic characteristics such as age, race, sex, and Spanish origin are presented in 12 figures and tables. Descriptive analyses are based on the following tables of statistical data: (1) school enrollment of the population three to 34 years old by level and control of school and race, October 1965 to October 1975; (2) school enrollment of the population three to 34 years old by age and sex, October 1965 to October 1975; (3) college enrollment of the population 14 to 34 years old by sex and race, October 1965 to October 1975; (4) college enrollment of the population 16 years old and over by age and sex, October 1970 to October 1975; (5) undergraduate enrollment by age, sex, and full-time status for undergraduates and two-year colleges, 1970-1975; and (6) enrollment of the population three to 34 years old, by age, sex, race, Spanish-speaking.

764. Schramko, Linda Fowler, Comp. Chicano bibliography; selected materials on Americans of Mexican descent. Bibliographic series no. 1, revised edition. Sacramento State College, California, 1970. ED047829.

The Sacramento State College Library presents this annotated bibliography in an effort to help students and faculty make more effective use of existing resource materials. The document lists 1,000 items published between 1843 and 1969. Citations are grouped under the following categories: (1) Education, (2) Health and Psychology, (3) Historical Background, (4) Literature and Fine Arts, (5) Social Life and Problems, and (6) Chicano Periodicals. Included in the document is a guide to further information on locating literature on Mexican Americans, along with a subject index.

765. Schramm, Charles F. Relating teacher threat to academic achievement in educationally deprived children. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California) 1976. ED123317.

Classroom processes dealing with both cognitive and socioemotional factors are studies to investigate the relationship of teacher threat behaviors to the academic achievement of educationally disadvantaged children. The specific objective is to supply evidence related academic achievement to a positive socioemotional climate. It is hypothesized that classes with low threat socioemotional climates will achieve more than classes with high threat climates. A systematic observational instrument is developed to identify classroom behaviors on a bidimensional scale; that of threat (teacher aversive stimuli) and content (on-task activities). Initial results indicate no support for the hypothesis that threat is detrimental to learning; however, subsequent testing using a clearer distinction of high and low threat classroom indicates a significant relationship. A negative relationship between amount of content presentation and quality of teacher threat behavior is found. A teacher threat behavior increases, the quantity of content presentation decreases. Further research to determine the extent of the effect of various levels of threat on educationally disadvantaged minorities is suggested. Implications for the classroom suggests a need for greater awareness on the teacher's part that disadvantaged children can only achieve at a satisfactory academic level of they are provided sufficient opportunity to learn the materials at hand.

766. Scott, Helen B. Educational attainment and aspirations of rural and urban Spanish-American in two south Texas counties. Texas A&M College, College Station, Texas, 1969. ED037293, copyrighted.

The purpose of this 1969 master's thesis was to obtain information on the education of Spanish Americans and the relationships between their educational levels and selected socioeconomic characteristics. The sample for the study consisted of 268 families classified as rural and 276 families classified as urban in 2 Texas counties (Atascosa County and Bexar County, respectively). Results indicated that the urban group (from San Antonio) attained a higher educational level than the rural group. However, both groups had lower educational levels than Anglo adults in Texas. It was also noted that family heads born in Texas attained a higher level of education than those born in Mexico. Furthermore, as educational levels of family heads increased, both family income and use of English in the home increased.

767. Secondary student attitudes and satisfaction with school. Pontiac City School District, Michigan, 1975. ED120328.

Measures of student satisfaction and other variables which are related to student reaction to their school are built into the design of this study, which hypothesizes that satisfaction will represent the students' global response to the learning environment, and that in turn, this global response will be related to certain performance characteristics. This report represents the first stage in the isolation of factors that influence satisfaction and presents a description of the indicator of student satisfaction with a listing and a brief description of the relationship between satisfaction and a set of selected variables from the survey. In general, secondary students appear to be satisfied with the structure and personnel of their schools. However, student participation in school is limited to classroom activities and students are generally powerless to change important aspects of the schools. In the area of race relations and busing, students do not perceive racial discrimination in their schools and are supportive of school and neighborhood integration. In conclusion, secondary students appear to be happy with their situation and identify areas where there should be improvement. The appendix summarizes the correlations of the various items with the measure of school satisfaction and presents a racial breakdown.

768. Sedlacek, William E. Issues in predicting black student success in higher education. Journal of Negro Education, 1974, 63(4), 512-516. EJ113468.

In the prediction of black student success in higher education, there is a need to go beyond currently used predictors and criteria. The Cultural Study Center at the University of Maryland has begun a systematic effort to examine the utility of present predictors (e.g., SAT scores, high school grades), explore other available variables for use as potential predictors, and attempt to evolve novel predictors by translating the black experience into measured, practical terms.

769. Sedlacek, William E. Should higher education students be admitted differentially by race and sex: The evidence. Research report no. 5-75. 1976. ED119558.

The evidence supporting the selecting of students with and without regard to race and sex is discussed. It is concluded that students should be selected by race-sex subgroup. The support for this position centers around three clusters of study results: (1) studies that show no relationship, or perhaps a negative relationship, between traditional predictors (high school grades and test scores) and college grades for blacks; (2) studies that show if traditional predictors are employed, optimum validity is achieved by separate equations or cutoff scores for each race-sex subgroup; and (3) studies that show certain background, interest, attitudinal and motivational variables are useful in predicting minority success, but are not necessarily useful in predicting the academic success of white students.

770. Sedlacek, William E.; and others. Black and other minority admissions to large universities: A four year national survey of policies and outcomes. Maryland University, College Park, Maryland, 1973. ED075740.

A national survey of minority student admissions at large, primarily white universities was conducted for the fourth consecutive year. The report summarizes the data collected, compares them to those of the previous year, and examines minority group enrollment, admission criteria, and special programs for minority students. Results are discussed in terms of the literature on minority admissions and current social trends. In summary, universities seem to be making gradual, rather than dramatic, progress in admitting more black freshmen and searching for better methods of selection. However, general educational and social conditions indicate that the road ahead will be long and hard regarding further progress for minorities.

771. Sedlacek, William E.; and others. Black and other minority admissions to large universities: A four-year national survey of policies and outcomes. Research in Higher Education, 1974, 2, 221-230.

772. Sedlacek, William E.; Clarke, Judy P. Minority admissions to large universities: A six year national survey. Research report no. 3-75. Maryland University, College Park, Maryland, 1975. ED105791.

The admissions offices of 109 large, primarily white universities returned a questionnaire on their minority admission policies for the sixth consecutive year. The median percent of new black freshmen was down to 5 percent nationally in 1974 compared to 6 percent in 1973, with the largest drops occurring in the Middle States and Western regions. Schools tended to use fewer selection criteria for all students, and were less apt to use high school record combined with ACT or SAT. Schools with special programs for blacks increased to 62 percent, compared to 50 percent in 1973. Twenty percent of the schools said they were offering less financial aid in 1974. Also 16 percent of the schools linked tighter budgets to fewer incoming minority students. Additionally, 14 percent of the schools were limiting their minority student recruiting activities. Eleven percent of the schools cited other effects such as a cutback in support services or a closer coordination among university agencies. It appears that the emphasis given minority admissions has peaked and is now declining. The importance of continuing to monitor the progress of universities in handling minority admissions and retention programs seems even more clear in times of stress in higher education. For it is in such times that we run the greater risk of losing what gains have been made in minority student education, while we are preoccupied with seemingly more pressing issues.

773. Sedlacek, William E.; and others. Black and other minority admissions to large universities: Three year national trends. Maryland University, College Park, Maryland, 1972. ED061409.

The purpose of this study was to survey the large primarily white universities concerning freshmen entering in the fall of 1971 in order to note trends and changes in enrollment and admissions predictors. Sample population included black, American Indian, and Spanish surname students. Returns were received from 99 percent of the admissions offers at institutions surveyed. Three year trends which have emerged indicate that black freshmen enrollment has leveled off to 4 percent in 1970 and 1971, after a rise from 3 percent in 1969. Despite the apparent intentions of many colleges and universities, fewer blacks are entering college. This study was intended: (1) to examine the amount of social change in our society as reflected by the number of blacks and other minority students entering primarily white universities as freshmen; and (2) to determine what universities are actually employing in selecting black and other minority students in order to shed light on the relationship between research and practice.

774. Sedlacek, William E.; and others. A comparison of black and white university student commuters. Journal of College Student Personnel, 1976, 17(2), 134-136. EJ142503.

Black commuters in this study, as compared to white commuters, tended to be older; to be married; if female, to travel further; to spend more time and money to commute; and to receive lower grades. Blacks were also more interested in day care; a place to change and stay overnight.

775. Sedlacek, William E.; Christensen, Kathleen C. Differential faculty attitudes toward blacks, females, and students in general. Journal of the NAWDAC, 1974, 37(2), 78-82. EJ092420.

An assessment of attitudes of college faculty toward black students, female students, and students in general, indicates that faculty are generally more positive toward blacks and females, particularly females, than toward undergraduates in general.

776. Sedlacek, William E.; Pelham, Judy C. Minority admissions to large universities: A national survey. Journal of Non-White Concerns in Personel and Guidance, 1976, 4(2), 53-62. EJ129159.

The authors conducted a survey to study the percentage of minority students enrolled during 1974 in 109 major universities and the admissions policies of those universities. Results indicate that minority student enrollment has decreased overall while special programs for American Indians and Chicanos have increased.

777. Sedlacek, William E., and others. Minority students in higher education. Journal of College Student Personnel, 1973, 14(1), 16-46. EJ076995.

The articles presented here concern minority students in higher education: minority admissions to large universities, academic progress and success of minority students, attitudes of minority faculty toward minority students, and relationships existing among race, student financial aid and persistence in college.

778. Sedlacek, William E.; and others. A national comparison of universities successful and unsuccessful in enrolling blacks over a five year period. Maryland University, College Park, Maryland, 1974. ED089644.

A national survey of minority student admissions was conducted for the fifth consecutive year. In addition to previous questions, the 14 schools with the greatest increase in new black freshmen over a 4-year period were compared with the 13 schools showing the greatest enrollment decrease on items relating to their methods and programs. Results from 109 of 110 schools (99%) indicate that new black freshman enrollment has increased to 6% nationally in the fall of 1973, compared to 5% in 1972, 4% in 1970 and 1971, and 3% in 1969. The Middle States area (which included Maryland) has made the greatest gain since 1969 (13% versus 6%). Schools are tending to use high school record and standardized tests (ACT, SAT) to admit all students more than in the past few years, but less weight is being given such variables or recommendations in admitting blacks to special programs. Additionally, many fewer schools are using different admissions criteria to admit blacks to regular programs (14% in 1973, 26% in 1972, 20% in 1971, 36% in 1970 and 45% in 1969) despite evidence that the same admissions criteria are not equally fair for all students. Special programs for Native Americans and Spanish speaking students have increased while special programs for blacks have decreased in the last few years. The school most successful in enrolling blacks tended to emphasize academic programs (special or general) while the least successful schools tended to emphasize money in recruiting black students.

779. Sedlacek, William E.; and others. A national comparison of universities successful and unsuccessful in enrolling blacks over a five year period. Journal of College Student Personnel, 1975, 16(1), 57-63. EJ113944.

Results from 109 of 110 large universities showed a national increase in new black freshman enrollment from three percent in 1969 to six percent in 1973. Schools most successful in enrolling blacks tended to emphasize academic programs, and least successful schools tended to emphasize money.

780. **Sekaquaptewa, Eugene.** A design for community involvement in CBTE for cultural pluralism. Paper presented at the Conference on Competency Based Teacher Education: The Potential for Multi-Cultural Education? Teacher Corps Associates (Madison, Wisconsin) 1973. ED115619.

This paper describes the use of student teacher interns who lived and taught on a Hopi Indian reservation. People in the Hopi community housed these teachers and cooperated with them in the classroom and in formulating educational material that would be relevant to their local culture. One Teacher Corps team developed a whole Hopi unit in social studies. Teaching teams were led by a Hopi who coordinated educational and administrative tasks and helped the interns and the community communicate with each other. The author sees such model programs as useful in supplementing institutional teacher training for bicultural situations.

781. Sells, Lucy W.; comp. Current research on sex roles. Sociologists for Women in Society, 1972. ED117029.

Focusing on women, this annotated bibliography reviews recent research-oriented literature that investigates sex roles. The main concern is the role and place of women in present-day United States society. The literature areas which the bibliography covers are bibliographies and sources, action organizations, media, women's movement, affirmative action, minorities, family, sex roles, sexuality, social psychology, deviance and social control, education, economy, politics, religion, culture, and history.

782. Sells, Lucy W. The mathematics filter and the education of women and minorities. Paper presented at Annual Meeting of the American Association for the Advancement of Science (Boston, MA) 1976. ED121663.

Level of high school mathematics achievement acts as a critical filter to eligibility for undergraduate admission of minorities, particularly blacks, and effectively limits their opportunities in the world of work. Level of high school mathematics achievement acts, also, as a critical filter in keeping women from free choice of an undergraduate major and, thus, effectively limits their opportunities in the world of work as well. A questionnaire survey, based on information presented in a 1973 study of San Francisco high school students and on the 1965 Coleman Report of 12-grade median achievement in mathematics natinwide, was presented to social science students at the University of California in 1973 to determine the specifics of their mathematical background. Dissemination of factual information on mathematics background to students, parents, teachers, counselors, and administrators should help overcome sex and ethnic differences by calling attention to the problem and implications of lower mathematics achievement among women and minority groups. The data provide an opportunity for a value-free consideration of what happens differently at home, among peers, and in the classroom to produce observable behavior differences. The data provide, also, an opportunity for all of us to contribute solutions to the problem, regardless of sex, ethnicity, or role and status in the educational, economic, or political system.

783. Sewell, William H. Inequality of opportunity for higher education. American Sociological Review, 1971, 36(5), 793-809. EJ051703.

784. Sexism in education. Joint Task Force Report. 1972. Pennsylvania State Board of Education, Harrisburg, 1972. ED096212.

On July 15, 1971, the Pennsylvania Department of Education established a Joint Task Force to develop policies and programs which would eliminate sex discrimination in Pennsylvania schools. The following committees were established: (1) Women's Studies in Basic and Higher Education; (2) Guidance and Counseling; (3) Sex-Segregated Classes; (4) Sexism in Textbooks and Library Materials; (5) Basic Education Evaluation; (6) Teacher-Training; (7) Continuing Education for Women. This final report gives the concrete problems of sexism faced by each committee, the policy changes they recommend, and the programs they have developed to implement these policies. The appendix contains Programs Approvel Guidelines for Intergroup Education. The guidelines include rationale, the various program components, the names and addresses of resource organizations and agencies, and a bibliography of bibliographies of minority and ethnic materials.

785. Shipman, Virginia C.; and others. Head Start Evaluation and Research Center, The University of Chicago. Annual Report, 1966-1967. Chicago University, Illinois, 1967. ED023445.

This document contains six studies concerned, primarily, with the effect of maternal influences and attitudes on preschool children. The subjects were lower class Negroes, whites, and Seminole Indians. The titles of the studies and the accession numbers of the individual abstracts are as follows: (A) Maternal Influences Upon Development of Cognition, (B) Maternal Antecedents of Intellectual Achievement Behaviors in Lower Class Preschool Children, (C) Cognitive Interaction Between Teacher and Pupil in a Preschool Setting, (D) The Interaction of Intelligence and Behavior as One Predictor of Early School Achievement in Working Class and Culturally Disadvantaged Head Start Children, (E) Comparative Use of Alternative Modes for Assessing Cognitive Development in Bilingual or Non-English Speaking Children, and (F) Socialization into the Role of Pupil.

786. Shoemaker, Elwood A.; McKenn, Ronald L. Affirmative action and hiring practices in higher education. Research in Higher Education, 1975, 3(4), 359-364. EJ132806.

Data from 191 institutions which placed notices in the "Chronicle of Higher Education" revealed that there are qualified minority and female candidates available and members of minority groups are making progress toward employment (females even greater progress) while white males are not being "closed out" of the hiring process.

787. Shrier, Irene; Lavin, David E. Open admissions: A bibliography for research and application. City University of New York, NY, 1974. ED090840.

This bibliography presents materials for research and application of open admissions policies in higher education. Sections cover:

open admissions; factors influencing high school graduates to attend college; disadvantaged and minority students; precollege and special programs; English and reading skills; general compensatory programs; dropouts; and aspirations, career patterns, and social mobility of college graduates.

788. **Shunatona, Gwen.** Indian goals for higher education. Integrated Education, 1974, 12(5), 30-31. EJ105108.

Describes a philosophy of education based on the Indian concept of man's place in the circle of nature and the concept of the cycles of life: In the many tribal cultures represented by Native Americans in California, learning and personal growth is the responsibility of all members.

789. Si, se puede. Agenda: National Council of La Raza, 1976, 3-11. EJ134973.

As the first Chicano college of the Northwest, Colegio Cesar Chavez offers the Bachelor of Arts degree in: Chicano Studies; Bilingual/Bicultural Elementary Education; and Early Childhood Development. The story of the Colegio's three-year struggle for institutional recognition and survival is the focus of this article.

790. Silver, Bernie I.; and others. Minority group status and bias in college admissions criteria. Educational and Psychological Measurement, 1976, 36(2), 401-407. EJ145590.

Cleary's and Thorndike's defintion of bias in college admissions criteria (ACT scores and high school precentile rank) were examined for black, white,and Jewish students. Use of the admissions criteria tended to overpredict blacks' performance, accurately predict whites' performance, and underpredict that of Jews. In light of Cleary's definition, the admissions criteria provided bias only against Jews. Employing Thorndike's definition led to similar conclusions.

791. Silvestri, Marco J.; Kane, Paul L. How affirmative is the action for administrative positions in higher education? Journal of Higher Education, 1975, 46(4), 445-450. EJ122852.

Discusses a study that analyzed responses to fictitious position-wanted ads of female and minority candidates for administrative positions.

792. Simirenko, Alex. Socio-economic variables in the acculturation process--a pilot study of two Washo Indian communities. Final report. Nevada University, Reno, 1966. ED010834.

To examine the impact of public education on acculturation, this pilot study attempted to determine if there was a significant difference in extent of education between those Washo Indians who were acculturated and those who were not. When it was found that the educational level of two tentatively selected groups was not significantly different, an attempt was made to locate factors other than education which influence the acculturation of minority members. Two questionnaires were developed to obtain socioeconomic and educational information. They were presented to both an acculturated group of Washo Indians (newly selected) and the nonacculturated group considered previously. While it was easily determined that the educational level did not vary significantly between groups, conclusions remained tentative. Further research was recommended. One of these conclusions was the communal pressures, both from inside and outside, operate to either inhibit or accelerate the acculturation of minorities.

793. Simmons, Adine; and others. Students in recruiting and selection. Journal of the National Association of Admissions Counselors, 1970, 14(3), 25-27. EJ014470.

Panel discussion by Adine Simmons, University of Chicago, Wesley Martin, Jr., University of Wisconsin, and Robert L. Jackson, Oberlin College, focusing on use of minority college students in recruiting. Theory is that only a minority student, succeeding at a particular college, can fully relate to other minority students. Confidentiality is a considered issue, but not one to cause alarm.

794. Singer, Harry. Preparation of reading content specialists for the junior high school; teaching reading in the content areas at the junior high school level: Strategies for meeting a wide range of individual differences in reading achievement. Final report. California University, Riverside, 1973. ED088003.

This project investigated whether teachers, committed and trained to teach reading in the content areas at the junior high school level, could improve the reading performance of all their students, particularly Mexican-Americans and blacks. The chapters are organized to reflect the accomplishments in all the objectives of the program. The first chapter summarizes the program and reports on the research conducted. The second chapter reviews the research made prior to the investigation. The third chapter describes the teaching materials found to be beneficial and how they were used. The fourth chapter discusses instructional processes and strategies for teaching reading in the content area. The fifth chapter contains information on the consulting role of the specialists and the dissemination objective of the project. The sixth chapter contains the content reading specialists' evaluation, a report on the project to the Board of Education of Riverside Unified School District, and a summary of an on-site evaluation made by an outside evaluator. The appendices contain consultant reports, tests used in the project, project literacy reports, lists of references and trade books, and statistical analysis of the data.

795. Singleton, Robert. Black professional manpower and the city. New Generation, 1971, 53(2), 15-19. EJ042283.

Contrasts the factors determining the supply-demand ratio for black professionals with that for white professionals, and examines the future role of black professionals in salvaging the urban environment in which the majority of black Americans live.

796. Sjogren, Clifford. Should we continue to help foreign students? *Journal of the National Association of College Admissions Counselors*, 1970, *15*(1), 22-24. EJ021890.

In this paper delivered at the National ACAC Conference in Chicago, October, 1969, specific suggestions are outlined to show how the foreign student experience may be applied to minority groups indigenous to the United States.

797. Smith, Gary R. Ethnic conflict [and] Ethnicity and global issues: Two [experimental] units. Denver University, Colorado, 1976. ED125994.

Two secondary social studies units, parts three and four of a series of four, contain classroom activities that help students recognize the role of superordinate goals in ethnic conflict within a nation in a political context and become aware of the common problems faced by ethnic groups of other nations. Each unit is a tightly sequenced series of activities that require teacher direction. In unit one, students first form two groups and create symbols and ways to maintain their group identity. Then, they play competitive games--tug-of-war and a fast recall quiz game--designed to further accentuate differences and create group conflict. In the third activity the two groups are equally threatened by "outsiders" and given an opportunity to temporarily transcend their unique group interests. Through a case study students compare their experiences from the first three activities with an experiment conducted in Oklahoma. The culminating activity in unit one is a game which involves students in playing the roles of members of ethnic groups and members of a national legislative body. In the second unit, students consider the implications of population growth for future immigration policy in the United States and sort out and rank, in order of importance, key characteristics of national minorities in the world today.

798. Smith, Gary R. Ethnicity and me: An experimental unit. Denver University, Colorado, 1976. ED125992.

This secondary social studies unit, part one of a series of four, contains 22 classroom activities that involve students in discovering their ethnicity. Students examine their attitudes toward ethnic groups, particularly African Americans, Irish Americans, Arab Americans, and Mexican Americans. The activities can easily be integrated into U.S. history, minority studies, world history, contemporary and world issues, and language arts courses; or they can be used as the basis for a minicourse. The self-contained activities were developed so that students can learn on their own with the teacher acting as coordinator and facilitator. Students answer questionnaires on the importance of ethnicity and on attitudes toward ethnic groups, interview their parents, compare what they call themselves ethnically and religiously with what others call them, and participate in a forced-choice activity that deals with individual and class feelings about ethnically related problems. Students gather data from a social-distance survey to derive hypotheses about relative social distance among the groups and themselves, and they are involved in an activity to check out "subconscious" racism. Student participation in the activities should be voluntary because some of the activities deal with sensitive areas.

799. Smith, Gary R. Ethnicity in my community and the world: An experimental unit. Denver University, Colorado, 1976. ED125993.

This secondary social studies unit, part two of a series of four, contains classroom activities that involve students in discovering ethnicity in the community, nation, and world. The activities also help students to recognize physical and psychological transnational linkages between ethnic groups in the United States and the cultures of their origins. Although four ethnic groups are emphasized--African Americans, Irish Americans, Arab Americans, Mexican Americans-- the unit is structured so that any ethnic group can be used in the activities. The activities are self-contained and student centered so that students choose the ones in which they are most interested and carry out much of the learning on their own, with the teacher acting as coordinator and facilitator. Students locate evidence of ethnic influences in their homes and discuss their findings, investigate linkages between objects in their homes and those of other groups and nations, use a city's telephone directory to learn about the ethnic makeup of the city, find evidence that their community, make comparisons about the relative importance of transnational linkages among ethnic groups, and compile a community ethnic directory.

8C0. Smith, Gary R. Evaluation unit: An experimental unit. Denver University, Colorado, 1976. ED125995.

These evaluation activities are posttests on ethnicity, transnational linkages, and ethnocentric attitudes. The tests can be used to measure the content and skills that secondary students have acquired as a result of participating in the four units comprising the Ethnic Heritage Studies Curriculum. With a few minor modifications, the tests can also be used as an introduction to ethnicity without the four units. The tests are not in a sequenced, systematic evaluation format; rather, students and teachers are expected to choose activities that test what they consider to be the important dimensions of ethnicity. The test activities review the use and definition of stereotyping; ask students to analyze data and sort out important elements of ethnocentrism; provide formats for analyzing ethnocentric bias in school textbooks, greeting cards, and comic books; contain a checklist for analyzing ethnic attitudes in school; help students examine news imtems and classify types of transnational linkages; explore immigration policy and its effect on ethnic groups; and measure a student's change in attitudes.

801. Smith-Gold, David A. An examination of factors affecting success of EOF [Educational Opportunity Fund] students. Paper presented at the Annual Meeting of the National Reading Conference (25th, St. Petersburg, Florida) 1975. ED119115.

This paper argues that the problems of minority and disadvantaged students at traditional colleges and universities are different from those students attending junior or community colleges. The goals and guidelines set up by the EOF Community Advisory Board at Rutgers Unviersity in Newark are delineated and criticized. Also included in this paper are two studies designed to investigate what, if any, particular factors could be identified which represented a profile useful in developing admissions criteria for EOF students. From the data it was concluded that there are levels in several basic skills areas below which there is little chance that these students can complete a four-year traditional college program. Depending upon base competency levels for disadvantaged students established at each institution, if students do not possess the necessary minimal skills, they should be referred to other institutions as well as given some counseling on alternate programs to help them meet their academic, social and employment ambitions.

802. Smith, Mary Lee. Influence of client sex and ethnic group on counselor judgments. Journal of Counseling Psychology, 1974, 21(6), 516-521. EJ108843.

Secondary school counselors were asked to predict the academic success and choose an appropriate career for four hypothetical cases. Results from analyses of variance and covariance showed that variation in sex and ethnic group designation did not produce variations in counselor evaluations.

803. Smith, Norvel. The minority transfer problem. College Board Review, 1973, 87, 21-22,28. EJ076924.

804. Snyder, Ben M. Tom, Dick, Harry...and Eduardo. Independent School Bulletin, 1973, 33(1), 37-40. EJ083953.

Article contended that for minority group students the educational gap could be closed and they could function effectively in meeting the normal demands of the curriculum. The prerequisite for such results would be sufficient flexibility and patience on the part of schools.

805. So that all Indian children will have equal educational opportunity, volume 1. ESOE/BIA study of the impact of federal funds on local eduaction agencies enrolling Indian children. ACKCO, Inc., Boulder, Colorado, 1974. ED107398.

The House Committee on Appropriations requested the U.S. Office of Education (USOE) and the Bureau of Indian Affairs (BIA) to review the: Impact-Aid Program, Johnson-O'Malley Program, Indian Education Act, and Elementary and Secondary Education Act Title I. ACKCO, Inc. a private Indian-owned professional service firm, was contracted to examine these major educational programs which provide funds for the education of American Indian children in public schools and to recommend changes so that all Indian children will have an equal educational opportunity. The programs were viewed from four different perspectives: (1) legislative--history, intent, and implementation; (2) management--capabilities of the respective agencies handling these programs; (3) fiscal--compliance with rules and regulations, accounting procedures, and relationships of federal, state, and local funding sources; and (4) the program--attitudes of parent advisory council members, administrators, and teachers toward program success, emphasis, and relevance. The final report is contained in 3 volumes. Volume 1 covers: (1) the study's background, purpose, organization, and procedures; (2) the basic issues in education with respect to educational effectiveness, community participation, school finance, and management in education; and (3) the past, present, and future of Indian education.

806. Social studies and the disdvantaged. Texas Education Agency, Austin, 1972. ED086564.

The bulletin reports on significant research, development, and current practice that bear on the social studies and the disadvantaged for levels K-12. The report is intended to serve as a guide for curriculum decision makers and other educators interested in teaching about, as well as to , the disadvantaged. The following five areas are discussed: (1) social studies curriculum; (2) teaching strategies; (3) instructional materials; (4) teachers for the disadvantaged; and(5) recommendations to educators. A list of books on the disadvantaged learner is provided.

807. Social studies, grade 8, urban growth; challenges of a changing society. Course of study and related learning activities, preliminary materials. Curriculum bulletin 1968-69 series, no. 4. New York City Board of Education, Brooklyn, 1968. ED029046, copyrighted.

The eighth-grade curriculum guide has been designed to provide students with an in-depth understanding of urban life and growth throughout the world, emphasizing the metropolitan area of New York City. Concepts from history, economics, geography, political science, sociology, and anthropology are developed through four "themes": (1) a case study of the New York Metropolitan area, (2) the urbanization in New York State, (3) urbanization at home and abroad, and (4) the changing nature of federalism in urban America, with emphasis on the relationships among the cities, states, and national government. Instructional materials include a content outline and bibliography for each theme, suggested learning activities and teaching approaches, photographs, cartoons, maps and excerpts from newspapers and books.

808. Some highlights of the Astin Study of Dropouts and Implications for the black colleges. Moton Consortium on Admissions and Financial Aid, Washington, D.C., ND. ED126806.

The Astin study of dropouts is a national survey covering a large population; it is a longitudinal study and is related to action programs. This paper highlights some of the major aspects of the study, draws implications that have special significance to the black colleges, and suggests areas for further research that would appear to be of particular importance to decision making in the historically black institutions. The study finds that the most important areas affecting attrition are: financial aid; residence and campus environment; employment; and characteristics of the college.

809. Sotomayor, Marta, Ed.; Ortego y Gasca, Philip D., Ed. Chicano content and social work education. Council on Social Work Education, New York, 1975. ED113999.

This document results from a conference designed to compel participants to identify and develop curriculum content from the Chicano viewpoint. The speakers provide alternative perspectives for developing the desired content. Issues discussed are: an action model for education, the role of linguistics in shaping the individual from his personality to his world view, the valuing theory applied to making the difficult choices of selecting items for inclusion into the curriculum, a radical perspective on the need for social change and the value of ideology for an oppressed group, and the barrio experience as a set of means for survival in suburbia.

810. Souflee, Federico; Schmitt, Graciela. Educating for practive in the Chicano community. Journal of Education for Social Work, 1974, 10(3), 75-84. EJ109569.

Curriculum content areas and emphases, as well as training modalities, are discussed and suggested as possible means for educating practitioners to better understand and serve Mexican Americans. The development of bicultural practice models in service delivery systems is also stressed.

811. Sourian, Peter. Open admissions: A pilgrim's progress. Nation, 1973, 216(7), 206-210. EJ075509.

Discusses the problems and progress of Open Admissions at City University of New York.

812. Sowell, Thomas. Affirmative action reconsidered. Public Interest, 1976, 42, 47-65. EJ131940.

Discusses the basic concepts and legal rationale of affirmative action; measures in some general terms the magnitude and severity of the problem that was intended to be solved or ameliorated by affirmative action programs; considers the actual results achieved and general trends set in motion by such programs; and weighs the implications of affirmative action policies.

813. Sowell, Thomas. The plight of black students in the United States. Daedalus, 1974, 103(2), 179-196. EJ095366.

A review is presented of the literature discussing the issues of open admissions, black studies, and faculty quotas, as well as black students' experiences in higher education.

814. Sowell, Thomas; Bailey, Ronald Beresford. Opinions differ on black studies. National Education Association, Washington, D.C., 1975. ED120314.

Although the systematic study of black people is much needed and long overdue, black studies programs as they exist are faced with problems and pressures concerning the way they have been created. Responding to black students demand for such programs, in some cases colleges have acted in haste and neither have recruited well-trained, intellectually accomplished scholars in black studies, nor students who have the command of language or of systematic analysis necessary to meet exacting standards. The particular direction these programs have taken can be understood against the background of the educational situation of black students and of the push for increased black enrollments, creating many cases of mismatchment of students with institutions. That the future of special black studies programs and departments looks grim is a viewpoint that is not shared by the second contributor to this pamphlet. Here, black studies are defended, for they represent the most likely institutional structure under which courses of and about blacks are best organized and taught. The problems of black studies can be solved through proper organization and scientific conceptualizations. Where universities are able to organize and staff good black studies programs, they should do so.

815. Special demonstration project for involvement of adult residents of Soul City, Tuscaloosa, Alabama. Volume I: Evaluation and final report; Volume II: Supplementary materials; Volume III: Public relations. Alabama University, Tuscaloosa, 1970. ED061490.

This special demonstration project was designed to develop ways of reaching illiterate women and motivating them toward adult basic education goals through programs that support and strengthen family life. Volume I presents the following: Introduction and Purpose: Project Procedure; Program Accomplishments and Evaluation; and Recommendations and Conclusions. Volume II contains the 12 appendices to the report, as follows: Summary Statement of the Tuscaloosa Opportunity Program; Questionnaire; Sout City Community Staff; Content of Adult Basic Education Classes, Soul City Community Center; Special Experimental Demonstration Project for Involvement of Adult Residents of Soul City, Tuscaloosa, Alabama; Observation Guidelines for Home Management Students, University of Alabama; Subject Matter Outlines Prepared and Used by Administrative Coordinator; Soul City Recipe Booklet; List of Pamphlets and Bulletins Used at Soul City Community Center; Soul City Bulletins and Announcements Sheets; Seminars on Working with Low Income Families; and Example of Invitation to Evaluation Team. Volume III is comprised of newspaper and journal articles concerning the project.

816. Special Educational Needs Program: Final evaluation report, FY 1975. Wisconsin State Department of Public Instruction, Madison, 1975. ED117240.

This purpose is stated to have been designed as a new state-administered categorical aid program, with the purpose of making available additional state educational resources to students who have or are likely to have low levels of achievement, especially in relation to social and economic factors. Chapters include an introduction which describes the history of the program and accountability development; evaluation procedures with limitations of the evaluation results; enrollment and financial statistics; program characteristics; program evaluation with an analysis of program operation and program effects; evaluation of program objectives; results of program objectives; and evaluation of pupil achievement. Results obtained from evaluation results submitted by each project indicate that this program is considered generally effective with the greatest impact on students, with parent and teacher groups also benefiting from the program. More than one quarter of the student population is evaluated as meeting or having exceeded 100 percent or all of the objectives which were established for them.

817. Spees, Edith C. Meeting the needs of special groups. *New Directions for Institutional Research*, 1975, *2*(3), 79-90. EJ127929.

In terms of the need to take special populations and special groups into account, the author suggests for educators and employees a framework including specific definitions of critical terms, statements of mutual rights and responsibilities, open debate and analysis of values, and organizational mechanisms to reduce the exercise of adversary tactics.

818. Spivey, Donald; Jones, Thomas A. Intercollegiate athletic servitude: A case study of the black Illini student-athletes, 1931-67. *Social Science Quarterly*, 1975, *55*(4), 939-947. EJ116718.

Of the 227 black student-athletes at the University of Illinois from 1931-1967, 65 percent failed to graduate.

819. Spotlight on business education. *New York University Education Quarterly*, 1972, *3*(2), 31-32. EJ055424.

A view of alumni, graduate and undergraduate activities of New York University's Business Education Department.

820. Squires, Gregory D. Affirmative action, quotas, and inequality. *Journal of Intergroup Relations*, 1974, *3*(4), 26-37. EJ106743.

Argues that equalizing opportunity along will not bring about equality with respect to the way our society distributes its resources: changing individuals in some fashion without altering social structural relationships will effect a relatively small change in the present unequal distribution of goods and services.

821. Stanfiel, James D. Socioeconomic status as related to aptitude, attrition, and achievement of college students. *Sociology of Education*, 1973, *46*(4), 480-488. EJ088652.

Black college students from three socioeconomic levels were compared on the variables of Scholastic Aptitude Test (SAT) scores, attrition after a two year period, grade point average (GPA) and correlation between the SAT and first semester GPA. The middle socioeconomic group consistently performed most poorly on GPA.

822. Stanley, Charles J.; and others. College desegregation in Florida. *Integrated Education*, 1975, *13*(5), 14-18. EJ125259.

After briefly reviewing the formation of current Department of Health, Education and Welfare policy, discusses Florida's desegregation status, activities of HEW's Office of Civil Rights, the formulation and progress of the Florida desegregation plan, the projected role of Florida A&M, and, the problem of maintaining black enrollment.

823. Stanley, Julian C. Predicting college success of the educationally disadvantaged. Science, 1971, 171(3972), 640-647. EJ037390.

Based on a talk given at the College Entrance Examination Board's colloquium on barriers to higher education, held at Wingspread Conference Center of the Johnson Foundation, Racine, Wisconsin, June 1970.

824. Stanley, Julan C. Predicting college success of educationally disadvantaged students. Johns Hopkins University, Baltimore, MD, 1970. ED043295.

a review of the literature indicates that although some authors maintain that scholastic aptitude test scores of disadvantaged students are not clearly associated with college grades (Clark and Plotkin, 1963), most researchers have found the opposite to be true. Some selective institutions emphasize the disadvantaged student's persistence, rather than grades, but persistence along is not a good measure of academic success. Many other institutions ignore test scores and concentrate on high school grades in admitting disadvantaged applicants, though there is ample evidence that grades alone are not a good predictor of academic success because of the differences in the quality of high school education. Aptitude test scores and high school grades, when used together, usually do predict college grades of disadvantaged students about as well as they do for other students. Therefore, admission to selective colleges should be based substantially on test scores and background, and the gap between the academic promise of educationally disadvantaged applicants and the usual minimum demands of the institution should not be greater than explicit provisions for remediation, tutoring, coaching, and perhaps curriculum reform can bridge.

825. Stansfield, David. The importance of being different. Media and Methods-Exploration in Education, 1971, 7(8), 32-36,66. EJ041168.

Author argues that education should encourage children to be as diverse as possible. Not only should their learning processes be diverse, but also their end results.

826. State education agency self analysis instrument for ESEA Title I. SEA Management of Compensatory Education. Bureau of Elementary and Secondary Education, Washington, D.C., 1975. ED110557.

This State Education Agency (SEA) Self Analysis Instrument for ESEA Title I is one of the products developed and validated by the SEA (State Educational Agencies) Management of Compensatory Education, a multistate project funded through ESEA Title V-505. An additional product of the project was a SEA Process Model said to support the self-evaluation instrument by identifying the "key" processes or activities that must be accomplished, if improvement is desired as the result of self-analysis. Representatives from each State Educational Agency, their selected Local Education Agencies, the U.S. Office of Education, and the Communication Technology Corporation of Marlton, New Jersey, formulated this instrument for self-analyzing the effectiveness of the administration of an ESEA Title I program in a State

Education Agency. The instrument contains eight sections representing aspects of program administration: Organization, Program Design, Management, Evaluation, Dissemination, SEA/LEA Training, Technical Assistance, and Legislation. Each section contains a grouping of criterion statements that identify what was believed to be ideal administrative practices for the four recognized phases of Title I program administration: Pre-Application, Application Preparation, Application Review and Approval, and Program Operation. Section on Dissemination, Training and Assistance contain criterion statements dealing specifically with whether bilingual/bicultural needs of populations served are being met in these areas.

827. State education agency process model for ESEA Title I. SEA Management of Compensatory Education. Bureau of Elementary and Secondary Education, Washington, D.C., 1975. ED110553.

This SEA Process Model Instrument for ESEA Title I is one of the products developed and validated by the SEA Management of Compensatory Education. This instrument was formulated as a supporting device to the SEA Self Analysis Instrument, said to have been designed for self-analyzing the effectiveness of the administration of an ESEA Title I program in a State Education Agency. This model is said to support the self-evaluation instrument by identifying 'key' processes or activities that must be accomplished if improvements are desired by providing the opportunity to plan, assign responsibility, and monitor the processes of activities associated with each criterion statement. The instrument is claimed to be able to stand alone to serve as a viable planning document for an education agency.

828. Statement of the Board of Trustees, National Urban League, on open admissions in American colleges and universities. National Urban League, NY, 1970. ED050682.

This statement urges the nation's colleges and universities to adopt open admissions policies and to direct both private and public funds into creating opportunities whereby any person who has completed requirements for graduation from an accredited high school or its equivalent will be assured access to higher educaion. Though minority group enrollment has increased 85 percent over the last 5 years, it has only reached 6 percent of the total enrollment. In past years, admission criterion were frequently dictated by factors having little to do with a student's potential success and it has now been demonstrated that traditional admission criteria predict little or nothing about what a given student will do in college or about his potential after graduation. The best way to determine whether a student is capable of college work is to evaluate his performance in college. The major attack on open admissions is being conducted in the name of an alleged threat to academic standards, but academic excellence has all too often been an exercise of the privileged to assure that they remain privileged by keeping access to the top restricted. Academic standards should be measured by how well the graduate is prepared to find employment which fulfills his needs, and how well he is equipped to progress in society. In addition to open admissions, supportive and remedial services are also essential to provide equal opportunity.

829. Statewide implementation of K-14 project of career education, occupational counseling, and bridging the gap between school and work. Final report. South Dakota State Division of Vocational Education, Pierre, 1976. ED130059.

More than 100 school districts participated in this three-year career education program. On a statewide basis, two major objectives were to be accomplished: (1) Help all public and private schools in South Dakota implement career education programs, and (2) provide every student an opportunity to develop self awareness, a favorable attitude toward work, and to develop and practice decision making skills. The project was designed to serve the K-14 student enrollment; in addition, the project worked with post-secondary vocational-technical schools in the area of placement. There were five major components in the project: Guidance and counseling, elementary career awareness, junior high-middle school, job preparation (Grades 10-14), and placement activities. In-service seminars for counselors were conducted and follow-up sessions were held with participating schools after in-service sessions had been completed with time allowed for the schools to begin implementation. Program evaluation focused only on student outcomes, while more direct facets of the program received wide support throughout the state. It was concluded that the direction of career education in South Dakota has been established at all levels of education and that certain phases of the project had an identifiable student impact.

830. Statistical summary of the college. Madison College, Harrisonburg, VA, 1975. ED130568.

.Data pertaining to students, faculty, programs, finances, and facilities of Madison College are presented for the purpose of providing a reference that will be useful to the college community and other interested persons. Thirty-eight statistical tables are presented.

831. Steahr, Thomas E. College student migration to predominantly black institutions of higher education in the United States. *Review of Public Data Use*, 1976, *4*(3), 34-41. EJ140473.

Data show that the enrollment and volume of student migration to black institutions increased significantly from 1963-68. Student outmigration from states without black colleges to states with a black higher education system also increased. States receiving a large number of immigrant students to their black colleges remained the same.

832. Steele, Claude M.; Green, Stephen G. Affirmative action and academic hiring: A case study of a value conflict. *Journal of Higher Education*, 1976, *47*(4), 413-435. EJ143106.

A study of responses to affirmative action at a large university revealed that using estimates of the minorities available at prestige schools led to smaller departmental hiring goals, and that once such goals were met the subsequent pursuit of minorities was abandoned. Redommendations are derived from the findings.

833. Stewart, James B. Black studies and black people in the future. Black Books Bulletin, 1976, 4(2), 20-25. EJ142122.

Suggests that the demise of black studies would foreshadow the future deterioration of the material conditions of black people, a situation which all elements of the black community want to preclude as a possible future for black people.

834. Stikes, C. Scully. A conceptual map of black student development problems. Journal of Non-White Concerns in Personnel and Guidance, 1975, 4(1), 24-30. EJ125629.

After reviewing the literature concerning black students, author states that latter face serious financial, racial, academic and emotional problems in universities. Factors like self-concept, stress, race, culture, learning, values and socioeconomic background have been used to explain these difficulties. Author integrating above factors, presents map of black student development problems.

835. Stone, Frank A. Armenian studies for secondary students, a curriculum guide. Connecticut University, Storrs, 1974. ED091303.

The guide outlines a two to six week course of study on Armenian history and culture for secondary level students. The unit will help students develop an understanding of many aspects of Armenian civilization. The guide consists of the following seven units: (1) The Armenians in North America; (2) Sketches of Armenian History; (3) Armenian Mythology; (4) Voices of Fiction and Poetry; (5) Armenian Christianity; (6) Armenian Fine Arts; and (7) Armenian Political Aims.

836. Straub, Jean S.; and others. Academic freedom for international students on American campuses. Journal of the National Association of Women Deans and Counselors, 1970, 33(2), 77-81. EJ014999.

Discusses concerns over status of foreign students involved in campus protest, particularly African students and issue of "black separatism". Letter from Ewa U. Eko, Staff Associate for International Education, APGA, expersses need for African students to become involved because of their status as "men in the middle".

837. Strentz, Herbert; Adams, Samuel. Most J-schools do not actively recruit minority students. Journalism Educator, 1975, 30(3), 3-5. EJ137796.

838. Strickland, Wayne G. Demographic student study for planning. Report no. 76-4. Georgia State University, Atlanta, 1975. ED127867.

Presented is demographic information of Georgia State University students in the Fall Quarter 1974 that emphasized a graphic/tabular format. The data for this project was obtained from the Office of the Registrar's student base, and only Fall Quarter information (as of November 1974) was included. The project was meant to investigate a "static" population, i.e., the total student population at one point in time. The student body characteristics were presented initially by age and sex for the total university and then by schools within the university. The study then illustrated some characteristics of the black student population and transfer students. In conjunction with the general characteristics of the population, computer-generated maps showing the geographic location of students by school and academic level (graduate and undergraduate) were presented.

839. Stuart, David H.; Cruze, Alvin M. A study of the national Upward Bound and Talent Search programs. Final report. Volume II. Estimates of the target population for Upward Bound and Talent Search programs. Research Triangle Institute, Durham, NC, 1976. ED131151.

This study describes the target population's composition with respect to personal and demographic characteristics, and estimates the extent of target populations coverage by the UB and ETS programs. The target populations contained 2.1 million women and 1.8 million men, and its ethno-racial composition included 54% whites, 36% blacks, 10% Spanish descent, and less than 1% persons of other ethno-racial backgrounds. The determinant of the size of the effective target population estimate deemed most important is the assumption made about what constitutes academic potential. A precise measure of this attribute is not available, but a precise measurement is stated to be not critical for two reasons. First, the primary information provided by the target population estimates consists of the relative magnitudes of the target populations among geographic units or with respect to personal characteristics. Second, the estimates of the relative coverage of the target populations by the US and ETS programs are judged to be not very sensitive to the measurement criteria. The number of clients in these programs in the 1973-1974 program year as a percent of the 1970 target population, by state, and by Office of Education region is, considered to best illustrate the relative coverage of the target population by UB and ETS programs.

840. Student advisory committee handbook. Office of Education, Washington, D.C., 1973. ED089160.

In 1972, the President signed into law the Emergency School Aid Act (ESAA) which was designed to provide financial assistance to local school districts and non-profit groups in the implementation of new programs to aid minority school children in overcoming educational disadvantages; to eliminate, prevent, or reduce minority group isolation; and to meet special needs as a result of the elimination of minority group segregation and discrimination. This handbook is addressed to students who are chosen to participate actively in discussing and overcoming the problems of school integration. It discusses selection of committee members, ideas on how it can best function, and suggestions for activities. Appendices include background information on the new legislation, and the names and addresses of regional education staff members who may be contacted for assistance.

841. A study to design a model of effective approaches, methods and techniques to meet the needs of ethnic minority students in vocational education. Final report. Homitz, Allen and Assoc., Oakland, California, 1975. ED126299.

The purpose of the study was to define factors associated with high

(16% or more) and low (15% or less) rates of attrition of ethnic minority students in vocational education programs. Six functional areas of school operations were studied: teacher characteristics, teaching techniques, total school environment, supportive services, organization, and parent and community participation. Course profile sheets mailed to school districts identified programs having substantial enrollments of black, American Indian, Asian, and Spanish surname students and provided pertinent baseline data. A sample of programs in the 31 cooperating districts was evaluated by a questionnaire survey of teachers, currently enrolled students, and students who had dropped out. In 20 of the districts, followup site visits were made. Findings of the study were based on analysis of responses from 62 teachers and 205 students. Developed from results of the study and subjective impressions from the site visits, the model delineates 20 elements in the school environment which should be considered in improving programs for minority students. Recommendations include the need for a meaningful structure within an open, friendly, total atmosphere. Appended are a bibliography, project correspondence, course profile form, questionnaires, and site visitation checklist.

842. S study to document the effects of altering traditional dental school recruitment and admissions policies for minority students. Volume III. Codebook for minority student inverviews. Abt Associates, Cambridge, MA, 1974. ED112770, copyrighted.

This document seeks to examine the range and scope of recruitment, admissions, and retention strategies at four selected dental schools that have developed special programs for minority students. The survey instrument for which this code book has been developed is an interview schedule administered to minority students in the four selected special programs. The four dental schools were identified by the Division of Dental Health as schools with notable minority recruitment and admissions programs. They are: The University of California at San Francisco, the University of Southern California, the University of Illinois, and the University of Maryland.

843. Sturgis, Daniel K.; and others. Parental advantagement, IQ, and differential responsiveness to an education enrichment program. Psychology in the Schools, 1974, 11(3), 329-332. EJ102330.

This study further investigates the effectiveness of compensatory educational programs. Results indicate that a comprehensive enrichment program can reduce the wide gap in achievement skills between less capable students and their more capable peers.

844. Summary of equal educational opportunity for blacks in U.S. higher education: An assessment. Report no. 1. The 1973-74 academic year. Howard University, Washington, D.C., 1975. ED121226.

This report describes the status of blacks in higher education during the 1973-74 academic year and also is a reference work that summarizes data about blacks in higher education in general. Discussed are: (1) problems of the data on blacks in college; (2) access, distribution, and persistence of blacks in college; (3) barriers to equal educational opportunity for blacks; (4) impact of higher education on black income; (5) federal policies related to equal educational opportunity.

845. Summary of the evaluation report of ECE, ESEA Title I, and EDY 1974-75. California State Department of Education, Sacramentc, 1976. ED121469.

This report presents a brief summary of the full report of an evaluation of California schools receiving funds from three state and federal school funding programs in 1974-75. The evaluation was conducted by the California State Department of Education. Evaluated schools were funded through: (1) the Early Childhood Education (ECE) program, which provides state funds to schools with students in kindergarten through third grade to increase competency in reading, language, and mathematics; (2) the Elementary and Secondary Education Act (ESEA) Title I, which provides federal assistance for schools with students from low income families; and/or (3) the Educationally Disadvantaged Youth (EDY) program, which provides state funds for schools with students whose educational disadvantage results from low family income, language barriers, and transiency. Sources of evalution data included ratings of school plans, school self-reports, school visitations, and student achievement data. Results of evaluation showed that schools participating in the three funding programs evidenced positive change.

846. Summary report 1973 doctorate recipients from United States universities. National Academy of Sciences, Washington, D.C., 1974. ED092029.

This report presents a brief summary of data gathered from the Survey of Earned Doctorates during fiscal year 1973. The survey is conducted annually by the Commission on Human Resources (CHR) of the National Research Council. Questionnaire forms are filled out by the graduates as they complete all requirements for their doctoral degrees. The data in this report refer to doctorates earned during the period July 1, 1972, to June 30, 1973, but they do not include professional degrees such as the MD, DDS, and DVM. The statistical tables include data on: Doctoral growth rate, racial or ethnic group, number of doctoral recipients by sex and subfields, statistical profile of women doctorate recipients, percentage of doctorate recipients by sources of support, and number of doctorate recipients by sex, state of doctoral institution, and summary field.

847. Summers, Anita A.; Wolfe, Barbara L. Intradistrict distribution of school inputs to the disadvantaged: Evidence for the courts. Journal of Human Resources, 1976, 11(3), 328-342. EJ142424.

A procedure for investigating intradistrict distributions of educational inputs is presented and applied to data for the Philadelphia school district. The relationship among public schools of a large number of inputs and the distribution among the schools of the proportion of blacks and the proportion of low-income pupils is examined.

848. Survey and analyses of results from Title I funding for compensatory eduation. Final report. General Electric Co., Washington, D.C., 1968. ED022975.

The aim of the study was to provide the Department of Health, Education and Welfare with evidence as to the productivity of compensatory education (CE) programs for disadvantaged children, particularly the effects of Title I of the Elementary and Secondary Education Act of 1965 during its first year and a half. Data were collected on pupil performance and exposure to CE in 11 school districts (132 schools); in addition to achievement test scores for 1965-66 and 1966-67, information was gathered on the characteristics of the pupils, their schools, and their communities. Results indicated: (1) a slight decline in average pupil achievement level in the sample schools; (2) a slight improvement in achievement of pupils at the lowest achievement levels in their respective grades; and (3) considerable variation in changes in achievement among school districts. Preliminary results suggested that the amount of improvement was related to level of Title I expenditures. The overall study provided evidence that more specific studies were needed to properly evaluate the effects of Title I. Appendices contain technical discussions as well as supporting material for the main text.

849. Survey of the target audience for the Adult Learning Program Service (ALPS) with a review of pertinent research studies. A report to the Corporation for Public Broadcasting. Center for Urban Education, New York, 1972. ED092738.

To provide information on the target audience for the Adult Learning Program Service (ALPS), a television series being developed by the Corporation for Public Broadcasting, interviews were conducted with a small national sample of potential viewers. The main focus of the study was an examination of the socio-psychological aspects of a decision making process in a carefully selected sample audience. Respondents were restricted to those who had eleven years or less of formal education, had access to a television set, and had achieved a sixth grade reading level. They included whites, blacks, Mexican-Americans, Puerto Ricans, and Indians from all areas of the U.S., both rural and urban dwellers. Fifty-eight respondents returned usable questionnaires that formed the basis of the analysis. It was concluded that the respondents would watch adult educational television programs and desire to implement their aspirations. A significant proportion were well informed about education and training sources and are enrolled, or plan to enroll, in educational programs. (A supplement containing a review of research studies related to adult education, a copy of the interview instrument, and a section on media use by the survey sample are included.)

850. Sutherland, Alphonzo A. An evaluation of individualized instruction for evening/part-time students of business administration. Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree, 1975. ED105914.

This study is part of a program initiated by the Business Administration Division of El Paso Community College (Texas), in 1973 to evolve a curriculum with supporting instructional techniques which will meet the special needs of evening and part-time students in a student body which is nearly 60 percent Mexican-American. Evening students from this group have learning handicaps which are in part the result of poor secondary education. The evaluation reported here of individualized instructional packets for the Introduction to Business course utilized three sections of evening students, with the same instructor and identical behavioral objectives for all the sections. One section utilized the individualized instructional packets, a second section used the lecture/discussion method; while the third used the lecture/discussion method with students given the option of using the individualized materials as a supplement. The results of the evaluation, using end-of-course achievement scores as the unit of measurement, found the optional section to be significantly better than the individualized instruction section. However, the small number of students (20 percent) utilizing the optional materials makes this finding inconclusive. It is clear, however, that only marginal results will be obtained from individualized courses unless they are supported with media and personalized counseling. Sample individualized packets are appended.

851. Suydam, Marilyn N.; Weaver, J. Fred. Using research: A key to elementary school mathematics. Mathematics and the "disadvantaged". ERIC Information Analysis Center for Science Education, Columbus, Ohio, 1971. ED049063.

The paper presents a review of research concerned with mathematics and the disadvantaged youth--both environmentally and academically disadvantaged (low achiever, slow learner, underachiever). It is concluded that: (1) in general, mobility has not been found to affect achievement significantly, (2) programed instruction materials do not produce significant differences, (3) diagnosis and individualization are effective procedures to incorporate into remedial programs, (4) active physical involvement of students may be more important for the disadvantaged, (5) mathematically disadvantaged students may also be disadvantaged in other fields.

852. Swenson, David. The importance of Indian studies to interracial understanding. American Indian Resource Associates, Ohlala, S. Dakota, 1974. ED113076, copyrighted.

Since American Indians have been traditionally stereotyped by educational textbooks and commercial media, it is no wonder that the majority of the U.S. population has very little real knowledge of Native American religion, philosophy, art, music, or general cultural traditions. Within mainstream institutions, this lack of knowledge and/or interest seriously impedes implementation of the Equal Employment Opportunity Act of 1972 (EEO), for EEO does not adequately clarify what constitutes Indian identity nor dies it account for the established white middle class employment standards applied to Indian applicants. Responses to a questionnaire recently administered to professionals in the Federal system and the private sector clearly illustrate a preponderance of causal, superficial attitudes toward Indians. For example, among the 5 educators who responded to the questionnaire, only 1 perceived a need for Indian Studies. It is evident that no matter how important the EEO Act is, it cannot undo decades of academic injustice and that it is only through change in our educational institutions (K-college) that we can begin to mitigate the stereotypes and the middle class standards applied to Indians. Ethnic studies courses are needed now, but eventually the study of Indian culture must be expanded into the traditional academic fields.

853 Taylor, Marvin J., Ed. Fact book on theological education 1973-74. American Association of Theological Schools, Vandalia, Ohio, 1974. ED090856.

This factbook presents statistical data concerning theological education for 1973-74. Tables cover: enrollment, sex, degree level sex distribution, minority group enrollment, fulltime personnel, parttime personnel, employment of women, financial data, compensation provisions, revenue/expenditures, denominational affiliation, administrative officers distribution, and faculty distribution. (MJM)

854 Teacher education programs for native people. Biographies in education no. 55. Canadian Teachers' Federation, Ottawa (Ontario), 1975. ED120173.

This bibliography lists material that has appeared since 1968 on teacher education programs for native people. It is divided into the following two sections: (1) books and papers, and (2) articles and excerpts from books. Each listing contains the author, title, city of publication, publisher, number of pages, date of publication, and usually an abstract or annotation. Listed are journal articles with the volume number. Materials available through ERIC are designated by the ERIC ED or EJ number.

855 Teaching about minorities in classroom situations: Resource bulletin for teachers in the secondary schools. New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development. 1968. ED023691

This teaching guide for the study of minority groups in America is intended to help the secondary school student (1) improve his self-image through an appreciation of his heritage, (2) recognize the contributions of the diverse groups that make up American society, (3) realize that interdependence is a part of American Life, and (4) develop skills in interpersonal relationships. Typical problems arising in newly integrated schools and appropriate reactions to these problems are outlined. Background information on the culture, history, and aspirations of nine American minority groups is provided, in addition to brief guidelines for Lessons on the building of America; on the causes of riots; and on developing definitions of an American, a neighborhood, and a democracy. Activities and lists of materials--including books, articles, films, filmstrips, recordings, and pictures--are suggested.

856 Technical reports: Evaluation reports, ESEA title I, 1970-1971. Los Angeles Unified School District, California. ED062459

The activities evaluated in this report were in progress during school year 1970-71, the second of a three-year cycle for ESEA Title I programs in Los Angeles City Schools. The components consisted of instruction (reading, language, and arithmetic), auxiliary services, intergroup relations, parent involvement, and staff development. The performances of both public and nonpublic school pupils were measured, with all pupils meeting or exceeding the Title I objective in reading, and, with the exception of grade 7, all exceeding the objective in arithmetic. Uncertainties of District reorganization affected some auxiliary services, but counseling, pupil services and attendance, and health services continued for all elementary schools in the program and for student Achievement Center students in the secondary schools. Parent involvement and activities in intergroup relations and staff development had their supportive effects throughout the grades. Appendices contain lists of standardized tests and nonstandardized instruments, as well as a glossary of terminology and personnel titles used in this study.

857 Testimony given before the California legislature joint committee on the master plan for higher education. New School of Education Journal; 1973, 2, (4), 77-84. EJ074021

858 Tetlow, Joseph A. A principle of determinacy for liberal education. Educational Record. 1974.

A coherent philosophy of liberal education must be rediscovered, the author believes and the scientific model of knowledge that liberal educators were trained to accept must be altered so that liberal education has value beyond a little knowledge about a lot of things. The obstacles to "developing a fresh philosophy of liberal education", as well as how liberal educators can overcome them, are explained by the author of this essay.

859 Tetlow, William L., Jr. Preliminary investigations on the Academic performance of minority group students at cornell university. American Association for the Advancement of Science, Washington, DC, 1970. ED051744

In December 1963, President James A. Perkins established the Committee on Special Educational Projects (COSEP), which was to recommend and initiate programs through which Cornell University could make a larger contribution to the education of qualified students who have been disadvantaged by their economic, cultural, and educational environments. This paper focuses on the COSEP program and discusses: (1) Cornell University in the 1960's including its physical setting, its socioeconomic makeup, an[illegible]he academic qualifications of an entering freshmen class; (2) the establishment of COSEP; (3) the COSEP program in action, 1963-1970, in terms of recruitment, admission, financial aid and couseling; (4) the academic performance of COSEP students; and (5) gradual changes in COSEP program philosophy, from a program that commenced initially as a talent search aimed toward the recruitment of academically qualified students who for a variety of reasons could not attend selective institutions, to a search for students who were capable of successfully completing a course of studies. the paper concludes with 3 recommendations to other universities embarked on programs for minority group students.

860 Texas community junior college research 1972-1973. Second annual report. Texas Association of Junior College. Instructional Administrators. 1973. ED080106

Three reserach projects supervised by the Research Committee of the Texas Association of Junior College Instructional Administrators are reported. The first, "Selected Aspects of Internal Decision-Making in Public -Supported Community Colleges in Texas as perceived by Administrators. Faculty Members, and Student Leaders, involved the use of questionnaires in determining differences between the perception of the the three groups. The second, "A Study of the Management Systems of the Junior Colleges in the State of Texas," was for the purpose of ascertaining the relationship of perception between members of the administrative group and the faculty group in response to the Likert management systems (exploitive authoritative, benevolent authoritative, consultative, and participative) and to determine the statistical relationship of these perceptions to certian institutional variables. The third, "A Study of Factors Which Influence Minority and Non-Minority Student Enrollment and Persistence in a Community College," also studied characteristics of non-attenders, non-persisters, and graduates, using case studies and questionnaires. Three additional research projects completed or in progress are listed. A feedback form for comments and suggestions to the Research Committee is provided.

861 Thomas, John K.: Cosby, Arthur G. Early achievement patterns of southern males: Racial profiles of status attainment and mobility attitudes. Texas A and M University, College Station. Texas Agricultural Experiment Station, 1975. ED104597

In an effort to improve understanding of possible racial differences in attainment levels and mobility attitudes, data derived from the 3rd wave of a 3 wave study of southern rural youth (1966, 1968, and 1972) was limited to analysis of 695 black and white males who were by 1972 four years beyond expected high school completion. Attainment indicators included occupation, education, and income, while attitudinal indicators included occupational and educational orientations, perceived well-being, and perceived goal blockage. Obtained primarily via personal interview, data revealed that: (1) for occupations and education among both black and white respondents, aspirational levels exceeded corresponding (2) aspiration and expectation levels of blacks were lower than those of whites, with the exception of comparable educational aspirations; (3) blacks had consistently lower levels of attainment; (4) both blacks and whites were optimistic about their future relative to their present life situation, perceiving the present as improvement over past well-being; and (5) blacks more frequently perceived factors hindering attainment of the occupational goals (lack of job opportunities and financial aid for education ranked as major limiting factors.

862 Thomas, Lois, B. The human dimension in foreign language instruction Clearing House, 43, (7) 425-427. EJ002820

863 Thomas, Lucinda E., Yates, Richard I. Paraprofessionals in minority programs. Personnel and Guidance Journal 1974, 53 (4) 285-288, EJ108863.

Racism still abounds on the college campus. Thomas and Yates have implemented two paraprofessional programs in an attempt to alleviate this problem. Their work speaks to all persons involved in human service delivery systems.

864 Thomas, Patricia, J. Racial difference in the prediction of class "A" school grades. Final report. Navy Personnel Research and Development Center, San Diego, California, 1975. ED1185578 EJ.

The Navy's selection tests are not as valid for minority personnel as they are for the majority group, the utility of alternative test composites was investigated. The samples were drawn from all students attending a Class "A" school, the first school a recruit goes to in order to learn a technical skill, during 1971-1972. Comparisons were made between mean selection test groups. Regression lines were plotted for white and black students to investigate the usefulness of lower cutting scores for minorities. Predictive validities of the current selection composites and all other combinations of Basic Test Battery (BTB) tests were determined. Differential validity of the operational BTB selectors was reaffirmed and alternative selectors were identified. The mean test scores of blacks were significantly lower than those of whites but their final school grades were not significantly lower. Analysis of the regression lines demonstrated that lower aptitude blacks generally would earn higher grades than lower aptitude whites. It was concluded that an improvement in minority assignment to technical training can be accomplished by implementing new selection composites, valid for both whites and blacks. Lowering the cutting score for blacks on the current combinations of BTB tests was counterindicated due to the chance-level validities of the operational composites in these courses.

865 Thomas, William; Pentecoste, Joseph C. Black studies: Phase two Kappa Delta Pi Record; 1975 11 (3) 66-68 EJ112001.

Black studies, and other ethnic studies, have had their supporters and opponents. Their place in the university curriculum needs further careful study. This discussion proposes a new phase for new conditions.

866 Thompson, Theodis, Curbing the black physician manpower shortage Journal of Medical Education, 1974 49, (10) 944-950 EJ104401.

867 Tift, Rosa, A preliminary report on predicting the success of college education achievement project enrollees at Albany State College. American Educational Research Association, Washington, DC 1971, ED049710

The College Education Achievement Project (CEAP) is designed to raise the level of scholastic performance of high school graduates who are underprepared for the standard type college programs. The Project provides a program of learning experiences for developing the learning skills essential for college work. It is a transitional year program during which the students can earn some college credits. The purpose of this study was to determine which variables were crucial to predicting the success of CEAP enrollees for at Albany State College, Albany, Georgia, and to develop criteria for the selection of those students who could profit most form the program in terms of their success in college. In the fall of 1969 students enrolled in the program were administered a battery of tests. Another form of these tests which included the STEP, CPI, and SAT, was administered in the spring of 1970. Discriminant Analysis and Chi-square Contingency Analyses were employed in the investigation. There were 13 predictor variables and 5 criterion variable, and two prediction equations were obtained for each of the 5 criterion scores. The results indicated that the five best predictors were: SAT Verbal pretests, CPI pretests, STEP-Reading, Mathematics, and Listening gain scores and SAT verbal gain scores.

868 Tilford, Michael Phillip Factors related to the choice of science as a major among negro college students. 1971 ED113127 E5.

The purpose of this study was to identify some of the characteristics of Negro college students who majored in science in comparison to those who were non-majors. The science majors were sub-divided into pure science and applied science groups for some analyses. Twelve variables were investigated: (1) ACT composite scores, (2) ACT science scores, (3) grade point averages, (4) high school science activity, (5) attitude toward science, (6) percentage of white students in high school, (7) high school influence, (8) family influence, (9) college influence, (10) socioeconomic status, (11) number of siblings, and (12) ordinal position among siblings. The instrument used was a questionnaire of free choice items. The population consisted of all students in predominantly Negro Land-grant colleges and universities. Analyses of variance, Pearson Product Moment Correlations, a t-test, and percentages were ascertained. Findings and conclusions indicated that pure science majors, applied science majors, and non-science majors were found to differ significantly on each of the measures of academic ability and achievement. Applied science majors were similar to non-science majors. Family influence showed significant differences between all three groups. Science majors with 3.00 and above were found to have a more favorable attitude toward science. All the subjects tended to be the youngest among six children.

869 Toelken, Barre World view, the university establishment, and cultural annihilation. Journal of Ethnic Studies, 1975 2, (4) 1-21 EJ142140

Suggests that in the name of Liberalism, the social system annihilates other cultures by ensuring that only their sellouts can get on in the world while the subjects and processes which could more fully inform the academic process is ignored.

870 Tollefson, Arthur L. New approaches to college student development Behavioral Publications, Inc., New York, NY, 1975 ED121183.

Student development has come to have a special meaning that focuses on activities undertaken for the educational benefit of the student outside the traditional purview of the professor. It has a positive educational rather than administrative aspect that has come to be associated with student personnel work. This accentuating of the positive has stimulated a reassessment of the status of the profession. However, the new focus has brought problems with it. Chapters cover: (1) the philosophical and historical developments in higher education in terms of implications for student development; (2) programs that provide opportunities for the educationally disadvantaged; (3) programs that provide more personalized services for other kinds of students; (4) curricular innovations; (5) efforts to recreate a sense of community; (6) a summary and analysis of these trends; and (7) an attempt to construct a model which incorporates the principles underlying the basic trends.

871 Tomlinson, DeLorese, Selected approaches to the teaching of intercultural communication: Bi-dialectism: Solution for american minority members. Speech Teacher, 1975, 24, (3) 232-36 EJ124018.

Reveals the social, psychological and economic disadvantages encountered by exclusive users of nonstandard dialects. Suggests bi-dialectism as one solution for American minority members.

872 Trachtman, Joan P., Cognitive and motivational variables as predictors of academic performance among disadvantaged college students. Journal of Counseling Psychology, 1975, 22, (4) 324-328, EJ120662.

Validity of selected cognitive and affective variables as predictors of academic success among disadvantaged minority college students was analyzed via multiple regression. The best combination of predictors was reading, attitude toward authority, internality-externality (selected items), and dogmatism, which together accounted for approximately 35 percent of the total variance.

873 Trayes, Edward, J. Black j-enrollments increase, but important questions remain. Journalism Educator, 1974, 29, (2) 43-44. EJ100779.

Presents the results of a survey among 135 undergraduate journalism or communications programs on enrollment trends in 47 states and the District of Columbia.

874 Treadwell, Vernell, Counselor education: Minority Underachievers Journal of Non-White Concerns in Personnel and Guidance, 1975, 3, (2), 82-84. EJ115631.

Briefly describes several counseling techniques for minority group underachievers in college.

875 Trent, Richard, D. The plight of the urban college and minority students Crisis, 1976, 83, (2) 43-48, EJ135421.

Despite recent accomplishments in minority higher education, there is still much to be done in New York, a city experiencing a severe fiscal crisis. The most serious impediment to expanding post-secondary opportunities is the financial problems of the country and the impact of a depressed economy on colleges.

876 Trent, William, T. College compensatory programs for disadvantaged students. ERIC Clearingouse on Higher Education, Washington, DC 1970. ED042932.

More and more colleges and universities are providing special compensatory programs for students coming from socially, economically and educationally disadvantaged backgrounds. The first part of this report discusses the general attributes of these paograms--the admissions process, recruitment procedures, financial aid, pre-college courses and visits, and academic and social counseling. The second part reviews some of the accomplishments and implications of the programs, including their impact on various constituents of the university community. The third part examines in detail the characteristics of successful compensatory programs at 18 colleges and universities across the country.

877 Trevini, Albert, D. Designing a non-remedial freshman composition course for Mexican-Americans. 1976, ED123914

This paper bridfly examines the viability and potential of a non-remedial college freshman composition course designed for those Mexican-American students who are capable of entering and successfully completing the regular freshman English class. The rhetorical concepts and skills of composition normally taught in Freshman English can more easily be taught using content which is potentially of more interest to the Mexican-American students. This paper offers a few examples of the way in which certain selected materials may be used to teach various types of composition.

878 Trivett, David. A. Open admissions and the CUNY experience. George Washington University, Washington, DC ERIC 1976, ED122684

An approach to open admissions has been tested for the past five years at the City University of New York (CUNY). The open admissions policy was adopted in July 1969 by the Board of Higher Education, acting under intense political pressure after a spring of unrest and confrontation. After five years at CUNY, the ideal and practice of open admissions--defined as the acceptance of high school graduates into college regardless of their high school record and the provision of remedial measures to bring them to college performance level--still promotes intense debate. Its achievement is difficult to assess without agreement on the objectives open admissions is to serve. Access to lower income students and racial and ethnic minorities has been increased, yet considerable doubt remains as to whether students admitted are surviving.

879 Trueba, Henry, T. Controversial aspects of bilingual education. 1975, ED107132.

Two kinds of objections to bilingual education are examined in this paper. The philosophical objection questions whether the use of a foreign language in the U.S. educational system can be justified; the practical objection questions the usefulness of bilingual education in increasing educational achievement. Since misunderstandings about bilingual education and cultural identity are implicit in these objections, they are discussed at some length. Finally, a response is made to both kinds of objections. It is argued that bilingual education tends to produce a bilingual those loyalty to this country is strong, that bilingualism is good for all Americans, and that bilingualism, far from being a fad, is on the rise. The apparent success, so far, of bilingual education is pointed out in response to the second type of objection, and diachronic studies are called for to determine the actual effectiveness of bilingual education in academic and social achievement. By way of conclusion, bilingual ecucation is termed the single most important effort of modern American education to break with ethocentric rigidity.

880 Trueba, Henry, T.; and others Instructional design for teacher training in bilingual education. 1976. ED130517

This paper constitues an effort to design an undergraduate certification program in bilingual education. The content and orientation of eight courses forming the instructional core of a teacher training program in bilingual education are discussed. The coursed are divided into three groups, the first one concerning the foundations of bilingual/bilcultural education. The second group addressed the cultural, historical and socioeconomic aspects of bilingual education. Teaching methodology is focused on in the third group. The prerequisites, objectives, content, format,and requirements of each course are outlined. The interdisciplinary courses that would be required for certification are also discussed. They range from Linguistic courses (including psycholinguistics, sociolinguistics, and Language acquistion) to courses in sociology, anthropology, educational psychology, and foreign languages. The objectives and organizational design of the required field-based experience are described, as well as the evaluation of the training program by the students. Sample program evaluation questionnaires and forms for performance appraisal of instrucional assistants are included.

881 Tuckman, Howard, P. The use of predictive models in forecasting student choice. Florida State University, Tallahassee. Inst. for Social Research. 1971 ED050169.

This paper used ordinary least squares regression to obtain probalities for the post-graduation choices of high school seniors, and it presents an illustration of the use of these probabilities in calculating future income. Problems raised by the use of the least squares regression are discussed. The benefits of higher education and ways in which they may be used as predictors are considered. The estimates presented are based upon data collected by a questionnaire administered to 2453 public high school seniors in Dade County, Florida.

882 Tuchman, Howard, P.; and Others Faculty skills and the reward structure in academe. National Science Foundation, Washington, DC RANN 1976 ED125450

What is the relationship between salaries and the functioning of the academic marketplace? Are the salaries of faculty members determined to a substantial degree by market valuation of their skills. The skills market, however, may differ across disciplines and sexes, and therefore the reward for a given skill may differ correspondingiyl Findings indicate that (1) faculty salaries fo differ by discipline and sex; (2) women earn less than men with like characteristics; (3) teaching and public service yields low compensation; (4) publishing and administration carry much larger returns.

883 Turner, Charles, E., Jr. New haven institute of allied health careers. Final report. Health Resources Aministration (DHEW/PHS), Bethesda, MD Bureau of Health Manpower. 1975 ED117352.

The New Haven Institute of Allied Health Careers has been involved in a project to (1) assist educationally disadvantaged students in preparing themselves for health careers opportunities through guidance services and (2) address the lack of access to and mobility within the health professions systems through educational change. Made up of a consortium of independent institutions, the institute worked as an extraschool agency supplementing school career education curricula through: institute staff experiences for grades 10-12. Program components are described and include: academic assistance, guidance services, career and educational exposure, and inter-institutional educational planning. Component methodology, evaluation and description of programs developed, analysis and demographic information regarding the 200 selected student affiliates, guidance personnel perception, effectiveness of career exposure, anticipated job opportunities in Allied Health and the employability of high school graduates, and program related forms and questionnaires are presented. The institute has attempted to nurture an adequate enough minority student constituency to encourage more responsive admission policies in area allied health professions programs, and 100 of its past graduates are attending college.

884 Turner, Darwin, T. The teaching of Afro-American literature Coll Engl; 1970, 31, (7), 666-670 EJ021580.

885 Turner, Ralph, H. Campus peace: Harmony or uneasy truce? Sociology and Social Research, 1972, 57, (1), 5-21. EJ088210.

887 Unequal access to college. Postsecondary opportunities and choices of high school graduates. Staff report. California State Legislature, Sacramento. Assembly Permanent Subcommittee on Postsecondary Education. 1975 ED116589.

Access to college for ethnic minorities and the poor remains very limited. Four times as many high school graduates from high-income families enter the University of California than do graduates of low-income families. The entrance rate to the State University and Colleges for high-income graduates is twice the rate for low-income graduates. An examination of the educational and work choices of 1,600 random graduates of 20 Los Angeles high school revealed that only 4 percent and 9 percent of all black graduates enter UC and CSUC, respectively. The inequality of college opportunities largely results from the disproportionate numbers of low income graduates who are ineligible to enter the University of California or the State University and Colleges. Findings also indicate that UC entrance requirements that focus on high school performance in math and science coursed discriminate against women graduates. Los Angeles high schools are greatly segregated, and entrance rates to private colleges and community colletes are surprisingly equal. Several steps to overcome inequities are: (1) expansion of student financial aid programs to further alleviate financial barriers to college; (2) expansion and improvement of outreach programs; and (3) greater flexiblity in UC and CSUC admission requirements.

888 A unitary state system of higher education: A staff paper, Institute for Higher Educational Opportunity. Southern Regional Education Board, Atlanta, GA 1970, ED042870

This paper emphasized that all types of post-high school educational resources must be utilized if higher educational opportunity for all citizens is to be realized, and that a movement in the direction of coordinated planning (for the maximum utilization of institutional resources) under a "unitary system" concept is a complex procedure which recognizes historic institutional strengths and goals and a wide spectrum of educational needs. A unitary system of higher education will use teaching, research, and service resources to the highest possible degree in the provision of student opportunity. A unified system without racial discrimination in admission, staffing, institutional support, and all other facets of operating a higher education enterprise. A initary system will be characterized by: a planning process which provides for majority and minority group opinion and expression; cooperative planning among institutions within the context of the needs of all the people in a state; maximum use of all available and projected higher educational facilities; extensive use of faculty across institutional lines; dilineation of institutional roles based on the unique characteristics of each; and, due consideration of the location and proximity to each other of the institutions in determining role and scope responsibilities.

889 The USF equal opportunity program: A strategy for ensuring equal education and employment opportunity through affirmative action. University of South Florida, Tampa. 1974, ED093208.

Despite the fact that the institution has never had a policy of racial discrimination in hiring and admission procedures, the University of South Florida (USF) was one of the first institutions of higher education in the southeast to adopt an affirmative action plan. This revised edition of the program contains: a description of the Equal Opportunity Policy; the Equal Opportunity Committee; and identification of those University officials responsible for its implementation. Identification of the problem areas and the need for affirmative action is also covered. A Plan for affirmative action is included with timetables, goals, and action programs. Appendices include: contract forms; organizational charts; minority recruitment efforts; and hiring goals. Materials submitted to the office of Civil Rights (HEW) are also included.

890 Walberg, Herbert, & Bargen, Mark Equality: Operational definitions and empirical tests. McCutchan Publishing 1974

The authors give sex definitions of educational equality. They show how financial resource ethnic and achievement data may be analyzed and mapped in a large urban area so as to provide indexes of educational equality. Their data indicate resource inequalities with a large district (Chicago), but they also note that variation in educational quality within Illinois and other states is likely to be far greater from one district to another (especially urban and rural districts as contrasted with suburban districts), than within districts.

891 Walther, Regis H.; Magnusson, Margaret L. A Study of the Effectiveness of the Graham Associates. Demonstration Project on Education Programming in Manpower Training Projects. Final Report. George Washington University, Washington, D.C. Manpower Research Projects. 1975. ED118698

This research study reports on the effectiveness with which the New Educational Program (NEP), a modification and refinement of the Job Corps Programmed Learning System, can provide effective learning experiences for underachieving adolescents and adults in various settings, including two juvenile detention facilities, a ninth grade class of underachievers, an MDTA skills center, and two out-of-school Neighborhood Youth Corps Programs (NYC). Program achievement is measured by achievement tests, quality of participation, and other outcomes indicative of achievement. The results vary depending upon the site, but some significant measure of success is achieved in all sites. On the average, students gain 9 grades in reading and 7 grades in math during their first three months. The best results are reported from one of the NYC programs in which the gain is 1.9 grades in reading and 2.12 in math after nine months participation. About 45 percent of the students in the NYC program either use NEP credits to gain a high school diploma, or have passed the GED while enrolled in this program.

This project is found to be an effective educational component in a variety of programs concerned with academic underachievers. The curriculum changes made based on experience in the unmodified NEP version are found to increase the NEP's effectiveness. (Author/AM)

892 Warner, Lynn, Second Generation Ethnic Counseling: Problems and Suggestions. 1975. EJ132340

The author contends that when counseling a person of an ethnic group, the counselor must be sensitive to the individual and also to his/her ethnic group. She discusses some of the problems encountered in counseling adolescents of ethnic origins. (Author/HMV)

893 Warren, Dave, Future Directions for the BIA Role in Indian Education. 1975. ED124360.

American Indian education must be viewed in the context of environments and their effect upon education (external environment, psychological environments, etc.); the trends and movements affecting Indial education (self-determination, local control, revenue sharing, economic development, etc.); agencies and other factors determining the direction of Indian educational reform (Federal funding, national policy, Federal trust responsibility, professional research, etc.). Based upon assessment of these factors, the Bureau of Indian Affairs (BIA) must consider programs and program objectives that provide for: inventories of human and material resources that are tribal specific and take into account local, state and national factors; clarification of internal and external cultural factors affecting educational design; recognition of the assets and limitations of local program capabilities; development of rapid access to existing inventories of human and material resources. Likewise, legislation must be evaluated in terms of: facilitating rapid needs assessments; recognizing alternatives; developing sensitive and multi-disciplinary research programs; orgainzing research information. These goals could be accomplished via a Federal interagency council (research/development support for new legislation) and by use of multi-disciplinary teams in the regional BIA agencies. (JC)

894 Warren, Johathan R., Prediction of College Achievement Among Mexican-American Student in California. Educational Testing Service, Berkeley, California. 1976. ED128445.

Equation for the prediction of college grades from test scores and high school grades were compared for Mexican-Americans and other students at three universities of the California State University and College system. With rare exceptions, regression equations for the prediction of grades for Mexican-Americans did not differ from those for other students at the freshman, sophomore, or junior level. The prediction of senior year grades did require different equations for Mexican-Americans, but the direction of the difference was reversed at the two universities involved. The need for separate prediction equations for Mexican-American applicants to the college is not supported.

Nevertheless, the modest size of the multiple correlation coefficients, usually in the range from .30 to .50, suggests that considerations other than test scores and prior grades should enter admission decisions. The few comparisons across universities did not indicate a need for different equations for different institutions, but a difference in grade distribution at the two institutions compared suggests that the question be examined again with more substantial data. Men and women differed in their prediction equations, although neither sex was consistently over or underpredicted. Men, however, almost invariably showed higher test scores and lower grades at all levels that did women. (Author)

895 Washington, Kenneth S., And Others. The Talk of the Conference. 1971. EJ052612

This collection of excerpts on the subject of college admissions represent the ideas of panelists participating in the NACAC Annual Conference in San Francisco, 1971. (BY)

896 Watson, Joseph W. Some General Proposals for Increasing the Production of Minority Professionals in the Basic Sciences. 1976. ED129632.

This paper reports the proposals of a November 4, 1975 conference of black college and university presidents held to propose the establishment of a national plan to achieve parity of minorities in all areas of higher education and in all professional and technical fields by the year 2000. Federal fellowships for minorities and Federal grants and contracts for graduate study are recommended. At the undergraduate level, direct funding of minority science students are doubling the enrollments of traditional Black colleges producing engineers are proposed. At the secondary school level, increased minority enrollment in college preparatory mathematics courses is proposed. Statistical tables of minority student enrollment in graduate fields, enrollment in graduate schools, family income distributions, and enrollment in high school mathematics courses are presented. (SL)

897 Weaver, Warren, Now That Marco DeFunis Has His Law Degree... 1974. EJ100929.

Discusses the effects of the recent United States Supreme Court case dealing with special criteria for admitting minority applicants to schools. (JF)

898 Webster, Barbara J., PEP (Personalized Education Program) in Georgia. 1976. EJ134856.

Gainesville Junior College's PEP program coordinates all remedial course offerings within a separate division. This report describes the progress of 222 PEP students, tracing the time spent in the program, success in terms of numbers prepared for college, and the adequacy of this preparation as evidenced by grades earned in appropriate college courses. (Author/NHM)

899 **Webster, Staten W.,** The Education of Black Americans. 1974. ED092646.

This book is organized into two main parts. Part 1 provides historical, social, and psychological background. Initially, a brief treatment of the history of blacks in the context of American civilization is presented. The second chapter presents an analysis of the socioeconomic position of blacks in America in the 1970's. Chapter 3 discusses factors which seem to operate in the formation of the personalities of black Americans. Key institutions such as the family, the black church, and the ghetto are discussed as partial determinants of the black personality. Also discussed are the positive aspects of racial conflict. Part 2 examines, more directly, matters related to education. Chapter 4 reviews most of the reasons commonly advanced to explain the academic failure or underachievement of low-income black children. Several explanatory models are introduced, including those of Arthur Jensen and Jean Piaget. Chapter 5 analyzes the possible contributions to the academic failure of low-income balck children that are made by such agencies as the total society, school boards, administrators, teachers, and parents. A model is proposed for the more effective education of black children from low-income families. (Author.JM)

900 Weibel, Joan, The American Indian family in Los Angeles: A comparison of premigration experience, post migration residence and employment modility, and coping strategies. 1976. ED124320.

Urban adaptation patterns of male and female American Indians were investigated via comparison or premigration statistics (48 Navajo and 40 Oklahoma families) with postmigration statistics on a sample of 23 Navajo and 21 Oklahoma families now living in Los Angeles. The premigration variable were residence patterns; population density; interactional patterns; previous urban experiences; age, level of education, and marital status at entry; relocation vs independent migration. Premigration findings indicated Oklahoma Indians were better equipped to cope with city life, for they were older, better educated, more ofter married, more experienced in both urban and non-Indian interaction, and more often from less isolated areas. The variable of postmigration were initial urban residence patterns, initial vs present residence, job mobility, earning capacity, assistance patterns, coping mechanisms, and measures of acculturation. Post migration findings indicated; initial residence were established in the downtown area, but both groups moved from there to the area of Indian concentration; earning capacity had doubled for both sexes of both groups; there was job mobility for most Indians, though Oklahoma males experienced 43.8% slippage; Navajos had more independent coping strategies, though both groups moved toward self-help. (JC)

901 Wells, Robert N., Short-Term Training Program. The American Indian Student in Higher Education. Saint Lawrence University, Canton, N.Y. 1971. ED067996.

The participants in the Training Program on the American Indian Student had 4 major objectives: (1) to obtain a working knowledge of Indian values, culture. unique historical experience in our society and contemporary problems; (2) to develop an attitude of respect and concern for Indian life styles and for the Indian student's need to preserve them, and to preserve his own cultural identity within the dominant non-Indian culture; (3) to develop skills in recognizing the myriad of problems facing the Indian as an applicant to college and as a student striving toward a successful college experience; and (4) to develop programs to meet these problems with solutions compatible with the Indian student's goals. This document presents a general outline and evaluation of the program. Several needs of the program are identified: (1) more Indian registrants; (2) a full-time Administrative Assistant; (3) on campus living; (4) advanced reading and preparation by registrants; (5) more emphasis on contemporary problems; and (6) workshops. Strengths and weaknesses of the program are listed. It was concluded that the time and money invested in the training program achieved maximum benefits for the participants. (Author/HS)

902 Wen, Shih-Sung, The Relationship Between Verbal-Meaning Test Scores and Degree of Confidence in Item Responses. 1975. EJ126983.

The relationship between students' scores on a verbal meaning test and their degrees of confidence in item responses was investigated. Subjects were black undergraduate students and they were administered a verbal meaning test by following a confidence testing procedure. (Author/BJG)

903 Wen, Shih-Sung; McCoy, Rose E., Relationships of Selected Nonacademic and Academic Variables to the Grade Point Average of Black Students. 1975. EJ135349.

Results indicated that manifest needs measures correlated significantly with grade point average (GPA) for males only; personal problem measures correlated with GPA for males and females; a manifest anxiety measure correlated significantly for males only; and scholastic aptitudes correlated significantly with GPA for males and females. (BJG)

904 Westbrook, Franklin D.; Smith, Joel B., Assisting Black Resident Students at a Predominantly White Institution: A Paraprofessional Approach. 1976. EJ142636.

Black undergraduate volunteers were trained to give assistance to black dormitory residents, with the primary focus on referring them to professional helping resources. Black faculty and staff were identified as referral resources. The merits of training peer counselors broadly as opposed to in depth are discussed. (Author)

905 Westbury, Ian; Westbury, Susan, Indians in the American System: Past and Present, Student Book. The Lavinia and Charles P. Schwartz Citizenship Project. Chicago University, Illinois Graduate School of Education. 1975. ED129694

The purpose of this curriculum unit on citizenship education is to enrich the way students think about American Indians by presenting the history of American Indians and their relationship with white Americans. The first chapter discusses the kinds of ideas people have about Indians, especially stereotypes of Indians being wild, red-colored, and uncivilized. The second chapter looks at the prehistory of Indian culture to see the way in which Indian people learned to exploit the land. The excavations of an Indian camp site at Green Point, Michigan, are described, including discussion of the dig, findings, and changes in Indian life from 500-1700 A.D. Chapter three recounts Indian-white relations during 1600-1900 in order to explore what happened when a stone-age culture faced an acqusitive white culture that was more highly developed and had more resources. The Iroquois Indians in the northeast serve as example of how Indian life patterns were destroyed by European occupation of America. The last chapter examines the Indian white contact and the way it has caused recent problems for Indians. Data on employment, income, and death are presented; termination of the Menominee tribe is related; and reservation living is described. (ND)

906 Weymouth, Richard J., Wergin, Jon F., Pilot Programs for Minority Students: One School's Experience. 1976. EJ144958.

The academic progress and immediate promotion of minority and disadvantaged students in medical school is of national concern. The preliminary impacts of two experimental programs at the Medical College of Virginia, and their implications, are discussed. (LBH)

907 Whetstone, Robert D., Hayles, V. Robert, The SVIB and Black College Men. 1975. EJ122243.

This study was concerned with the relative usefulness of the Strong Vocational Interest Blank (SVIB) for black men and white men at the University of Colorado. The study provided evidence that the SVIB can be relevant for black students without applying different norms. (Aurhor)

908 White, Katie Kinnard, An Analysis of the Process of Dismantling the Dual System of Public Higher Education as Related Specifically to Tennessee State University and the University of Tennessee in Nashville, Tennessee. 1976. ED127896.

The main objectives of the study were to determine: (1) the general status of predominantly black institutions in the total nationwide educational spectrum; (2) the historical information about Tennessee State University (TSU) and the University of Tennessee (UTN) pertinent to the dismantling controversy (Geier v. Dunn court case) in Nashville; (3) the plan being implemented in dealing with the dual system of public higher education in Nashville; (4) the general views of school administrators and state officials with regard to dismantling the dual system; and

(5) the success of efforts to dismantle the dual system. It was found that the black colleges were rapidly losing status in the total nationwide educational spectrum and were educating a smaller percentage of college graduates than a few years ago. It was determined that there was no official plan for dealing with the dual system of public higher education in Nashville, and that School administrators and state officials did not have paralled views on dismantling. Most felt the dual system could not be handled adequately unless all higher education institutions in the state were equally involved. Follow-up studies are recommended. (Author/LBH)

909 Whiteman, Henrietta V., A Vision: The Warrior-Scholar-Community Activist, the End Product of Indian Studies. American Indian Resource Associates, oglala, S. Dak.; Navajo Community College, Tsaile, Arizona. 1974. ED113075.

American Indian Studies as developed in institutions of higher education should be designed to produce a new type of person--a warrior-scholar, community activist who not only understands the various worlds in which the Indian must live but is actively involved in improving these worlds via bicultural participation in a pluralistic society. The development of Indian Studies whould include courses for undergraduates, graduates, and summer institutes taught by Indian teachers or non-Indian professionals who have been sensitized to the Indian perspective. An informal survey of the kinds of courses most successful in American Indian Studies reveals a need for courses in : (1) general nationwide history; (2) culture as expressed via language; (3) the urban Indian; (4) regionalized history; (5) literature and oral traditions; (6) ethno-science; (7) Native women; (8) music; (9) art; (10) dance; (11) penal institutions; (12) community development; (13) the reservation Indian; (14) religion and philosophy; (15) contemporary issues; (16) an historical perspective on Indian education; (17) research and analysis of critical issues affecting the American Indian; and (18) direct independent study Graduate programs utilizing these kinds of courses should be practical and field based to assure emergence of the warrior-scholar. (JC)

910 Whittington, Marna C.; Benson, Stephen D. Identification of barriers and proposed solutions to the attainment of equal representation in post-secondary allied health programs for minorities. Final Report Associates for Research in Behavior, Inc., Philadelphia, PA Science Center.; New England Hospital Assembly, Inc. 1975 ED118299.

The study identified the barriers which prevent application, matriculation, and/or completion of allied health postsecondary education programs by blacks, Spanish-surnamed Americans, and Native Americans and recommended means of reducing or eliminating the barriers. Only those barriers which could be resolved or reduced through programs of public information, outreach, and training were identified. The study was limited to the Northeastern states of Maine, Rhode Island, Vermont, New Hampshire, Massachusetts, Connecticut, and New York. Focus group sessions were conducted with 6 groups of faculty, staff, and administrators of postsecondary allied health programs, and 1 group of minority professionals working in allied health. The discussions were analyzed in 2 ways: (1) objective analysis of barriers as stated in discussion and (2) content analysis of underlying thoughts and feelings. Findings indicated that: (1) most minority students did not include the allied health fields in their career selection process because they had no knowledge or inadequate knowledge of the career opportunities available; and (2) those who did enter postsecondary programs found the academic work difficult, sensed a feeling of social isolation, and seemed unable to find or get the supportive services needed to successfully deal with their envirommnent.

911 Wilensky, Gail Reforming the title I distribution formula. Office of Education (DHEW), Washington, DC Office of Special Concerns 1972 ED074603

The purpose of the Title I program of the Elementary and Secondary Education Act is to provide for the special educational needs of educationally disadvantaged children. This paper discusses one of the key fiscal issues in the reform of Title I--the design of the distribution formula. The paper focuses on the specification of the grant. The existing program is outlined, ways in which the definition of "disadvantaged" is of critical importance to the functioning of the program are discussed, and adoption of the Social Security Administration's poverty line is proposed. The existion and proposed improvements in calculating the level of compensatory expenditure per eligible child allocatable to each State are discussed. It is suggested that State payments be adjusted to reflect teacher costs. The grant specification section considers the advantages of matching program as well as the incentive structure of the present program. Finally, an alternative proposal is evaluated.

912 Wiley, Bennie, L. A different breed of administrator Phi Delta Kappan; 1971, 52, (9), 550 EJ039788.

Almost all blacks in university administration occupy newly created positions that carry little power or authority. The higher educational system should realize that blacks must become an integral part of the educational process.

913 Wiley, Elnora Institutional study comparing enrollments at eight public institutions of higher education in Mexico for fall, 1975. New Mexico State University, Las Cruces. 1976 ED126822

Institutional research on enrollment at New Mexico State University looks at enrollment status, geographic origin, legal residence, minority background, and level of students. Data is submitted by each institution to the Board of Educational Finance each fall. The statistics are taken from summary data.

914 Wilkinson, Etta Lou; and Others Bridging the gap: The Twin Cities Native American community. Minnesota State Advisory Committee to the U.S. Commission on Civil Rights, St. Paul. 1975 ED107412.

As part of its responsibility to advise the U.S. Commissiononon Civil Rights concerning civil rights problems within the State, the Minnesota Advisory Committee submitted this report of its 6-month study on urban American Indians in the Twin Cities. During its investigation, which culminated in open hearings in January 1974, the Advisory Committee examined the responsiveness of Twin Cities institutions to Native Americans in the areas of employment, education, administration of justice, and health care. Interviews were conducted with citizens of the Indian community;' local, state, and Federal officials; educators; officials form private agencies; and other resource persons. The Advisory Committee found that Native Americans were afflicted with much of the cultural, social, and economic damage felt by other minority groups. Their situation was complicated by the Federal Government's failure to honor treaty obligations and statutory responsibilities. Among its other findings were: (1) Indian-oriented programs which have had a beneficial impact on the administration of justice expecially the Legal Rights Center, Inc. and the St. Paul American Indian Movement (AIM) patrol, ran the risk of discontinued funding; (2) the dropout rate for Native American students was significantly higher than for students of other races; and (3) at all levels of government employment, Indians held the lower paying positions.

915 Williams, Bertha, M. Trust and self-disclosure among black college students. Journal of Counseling Psychology; 1974, 21, (6) 522-525. EJ108844.

This study investigated two models of counseling to determine which best facilitates self-disclosure and trust in black college students. One model involved professional counselors; the other consisted of minimally trained peer conselors. Both groups disclosed and trusted at a significantly higher level after treatment.

916 Williams, Charles, T. Criteria check list for assessing local board of education candidates from a third world perspective. Michigan Education Association, East Lansing. 1975 ED117239.

This criteria check list is divided into ten sections: accountability, community, curriculum desegregation, inservice, leadership, parents, school finance, students and teachers. Each section contains behavioral criteria which speak to the Levels of commitment or action that a local Board candidate from a third

World perspective should exemplify in a given area. The ratings for candidates by this criteria are outstanding, favorable, average, and unacceptable. Directions on computing the score are provided.

917 Williams, E. Belvin Testing of the disadvantaged: New opportunities 1971 ED054282.

This essay discussed testing of the disadvantaged and the possibilities for new approaches to the problem. The black community's resistance to testing and the legal implications of employment and educational discrimination which results form testing are discussed. The objections to testing the disadvantaged are reviewed. At the end it is hoped that other criteria than test scores will be used for university admission and employment.

918 Williams, James, W. Black college: Honors program cost analysis. Alcorn State Univ., Lorman, Miss. 1976 ED125519.

To ascertain the actual cost of an honors program for any given year at Alcorn State University, two methods were used: Cost per student, and the cost per credit hour. The cost per student can be a misleading figure and that is particularly apparent when used in conjunction with the cost per credit hour. For example, in 1975-76 the cost per honor student was $533, compared to an undergraduate figure of $610. However, the cost per credit hour of honor students was $89 compared to $20 for undergraduate students. The honor program's cost per credit hour does appear to be high when compared with the total undergraduate cost per credit hour. However, it must be noted that the average honor program's faculty member has a credit-hour load of approximately 15 hours. A load of this magnitude is generally considered to be excessive, particularly when faculty may be called on to teach a graduate course.

919 Williams, James. W. Black college alumni follow-up study of graduates from 1971-73. Alcorn state Univ., Lorman, Miss. 1974 ED125441.

This alumni survey evaluates Alcorn State University by two different methods. Objective data concerning the student's objective ratings of Alcorn furnished the second mean of evaluation. The classes of 1971, 1972, and 1973 were utilized as the particular almuni group to be studied, with 1,428 alumni being sent questionnaires and 446 alumni responding. This represents 31 percent of the population surveyed or 33 percent if one eliminates the number of questionnaires returned with insufficient addresses.

920 Williams, James W. A look at the black college applicant who does not register. Alcorn state Univ., Lorman, Miss 1976 ED125520.

What is the nature of the "no-show" problem for the fall semester of 1973-74 at Alcorn State University? Approximately 45 percent of those students surveyed did not attend college in the fall. The primary reason for nonattendance at any college was given as financial by 34 percent of the students surveyed. The primary reason for those attending colleges other than Alcorn State University was a desire to attend a college nearer home.

921 Williams, James W.; Bunner, Gary, N. Class of 1975: Selected student characteristics from a predominately black college. Alcorn State Univ., Lorman, Miss. 1976, ED125415.

This study of characteristics of black students from predominately black colleges asks: What are the grade-point averages of all students by department? What are the scores on national tests by department, sex, transfer vs. nontransfer and overall? What are the number of semester hours completed for each student by department and how did it compare with the minimum requirements? What, if any, relationship exists between some of the selected variables? Conclusions drawn from the data are: (1) students with higher ACT scores tend to achieve higher NTE scores; (2) students with higher GPA's tend to achiver NTE scores; (3) the mean number of hours for graduation appears to be high in some areas; (4) a high percentage of graduates attended one or more summer school sessions; (5) transfer students tend to take more hours; and (6) most departmental minimum hourly requirements exceed the institutional minimum of 124.

922 Williams, Robert, L. What are we learning from current programs for disadvantaged students? J Higher Educ; 1969 40, (4), 274-285. EJ004856.

923 Willie, Charles V.; MacLeish, Marlene Y. Priorities of black college presidents Educational Records; 1976 57, (2), 92-100 EJ145031.

Meager resources and a hostile world have threatened the survival of black colleges and universities, but they have come to be recognized as unique national resources, notable for their flexibility and responsiveness to new demands. The priorities of college presidents at representative black institutions are examined and the state of black education today assessed.

924 Willis, Virginia; and Others Affirmative action: The unrealized goal. A decade of "equal employment opportunity. Potomac Inst., Washington, DC. 1973 ED089649.

More than a decade of affirmative action policy on the part of the federal govenment has yielded inadequate results. The commonly claimed assumption that blacks are being given unfair and undeserved advantage over whites is examined at length and found unjustified. Bringing together relevent statistics and other data bearing on the effectiveness of equal employment opportunity programs more directly affected by federal laws and regulations, the study concentrates on 3 areas: government employment, federal contractor employment, and employment and admissions in institutions of higher learning. The report demonstrates how dramatic but misleading statistics can be and frequently are cited as indications of how far blacks have advanced in recent years. The report stresses that economic growth has produced a favorable rate of advancement for both minorities and whites, but analysis makes it evident that after a decade of affirmative action policy the increased pace of minority progress is still not fast enough to ensure proportional representation even at the lowest management levels. It is suggested that perhaps disproportionate attention has been focused on the new access blacks have gained to the prestigious white institutions, but the proportion of blacks on campus remains low; they comprised 4.5% and 5.6% of total freshmen enrollment in 1969 and 1970, respectively.

925 Wilms, Barbara Getting at the women's market in higher ed College Management; 1973, 8, (7); 32-33. EJ083021.

The Center for the continuing Education of Women at the University of California-Berkeley represents a workable approach for getting women back into the mainstream of higher education as well as into the jobs they want.

926 Wilms, Wellford, W. Protecting the voc ed consumer. ED118988.

To test the differences in effect of postsecondary vocational training offered by public schools and by proprietary schools, a study based on a sample of 4,800 students and graduates in the accounting, programing, electronic technician training, dental assisting, secretarial, and cosmetology occupations was designed. Even though vocational students are generally the least advantaged students in postsecondary education, the study determined that proprietary students were the least advantaged of these. Since proprietary schools offer narrowly-targeted, no-frills training in short, intensive, but flexible programs, they are frequently more attractive than comparable programs in the public schools. The study concluded that students from either type of program were liable to have their employment aspirations frustrated unless they chose to work at the lower levels of the occupational hierarchy. Hence many schools are not living up to their explicit or implicit promises of upward mobility through self-help. Recommendations for protecting vocational education consumers include: access to reliable information on vocational programs, government standards regarding program effectiveness, truth-in-advertising requirements, audits by government-appointed agencies, equal pay for equal work for women and minorities, coordinated experimentation on ways to best use all occupational training resources, and self-evaluation of program objectives.

927 Wilson, Alan, B. Sociological perspectives on the development of academic competence in urban areas. California Univ., Berkeley. Survey Research Center 1970 ED029272.

Three themes have dominated the sociology of education: the sub-cultural thesis, the socio-cultural advantage thesis, and the biogenetic thesis. With regards to the last, one should try to account for differences in the behavior of identifiable social groups by looking for social causes. The relationship between the strength of the bonds attaching youths to social groups and the development of academic competence was investigated using data selected from a comprehensive study of a sample of 4077 drawn form the 17,000 secondary school students in western Contra Costa County in the spring of 1965. The social groups taken as salient in the enviroment of youths are the family, the peer group, the school, and the student's perception of the society as a whole. The Hemnon-Nelson group IQ test was the criterion measure. The large disparities of some 15 IQ points between the off-spring of professional and of lower-class parents, and between blacks and whites are entirely interpreted by the set of intervening environmental variables.

928 Wilson, Gerald, L; Doederlein, Arthur, P. Speech communication as survival training: The c.h.a.n.c.e. program. Speech Teacher; 1973, 22; (3); 189-95. EJ087602.

Describes a program at Northern Illinois University which teaches communication skills in order to aid minority students in surviving the college curriculum.

929 Wilson, William, A., Jr. Black student sub-cultures and their use of student services. NASPA; 1974; 12; (2); 125-129. EJ117277

There are various subcultures within the black student body at every college. The identification and understanding of the importance of these sub-cultures of black students is important in assessing these members' knowledge and use of student services.

930 Winston, Eric. V.A. Advising minority students Integrated Education; 1976; 14; (4); 22-28. EJ142224.

Concludes that what is needed is a tri-partite collective outlook on the problem which is at present perceived as a matter of alienating encounters between individual faculty persons and individual students.

931 Winter, Mildred; Klein, Alice, E. Extending the kindergarten day: Does it make a difference in the achievement of educationally advantaged and disadvantaged pupils? Bureau of Elementary and Secondary Education (DHEW/OE). Washington, DC 1970. ED087534.

This study was conducted to find out whether extending the kindergarten day with individualized curricula would produce differences in achievement great enough to warrant the increased cost. Two pilot studies were conducted in this large suburban school district, using kindergartens from four of 17 elementary schools. Two of the schools served middle class families, the other two served lower class families and were eligible to receive Title I funds. Educationally advantaged pupils judged 'least ready' on the basis of standardized test results and teacher ratings were selected for inclusion in the extended day kindergarten and control groups. Both extended day groups participated in the regular kindergarten programs in the morning and received an additional 90-minute period of structured activities in the afternoon. These activities differed according to the needs of the pupils and are described in some detail in the report. Results favoring the experimentals over the controls were apparent at the end of the kindergarten year, most noticeably in the educationally disadvantaged sample.

932 Wisdom, Paul, E.; Shaw, Kenneth, A. Black challenge to higher education. Educ Rec; 1969; 50; (4); 351-359. EJ011472.

Recommends that the basic structure of U.S. universities be changed from one of white orientation to one that provides a relevant educational experience for black students and a broader educational experience for white students. Proposes steps in four major areas: Recruitment (of black students and faculty), curricular reform, compensatory measures, and racial awareness (of administrators and white faculty).

933 Wolf, Judith, G; Sylves, David. Validation of specific tests for diagnostic and prescriptive purposes with potential HEOP students. Final Report. JnD Research, Williamsvill, NY; Rosary Hill Coll., Buffalo, NY. 1975, ED115725.

The purpose of this study is the substantiation of the use of selective cognitive and affective measures for effective identification of degree and level of academic disadvantagement of Higher Education Opportunity Program (HEOP) students in New York State. This was accomplished by investigating the relationship between academic efficiency (e.g., selective cognitive and non-cognitive measures) and persistence (e.g., time spent in college); (b) establishing base rates of learner behaviors for each grade level for selected predictor and criterion measures; and, (c) investigating the relationship between academic efficiency and academic success criteria. The design of the study is based on two premises: That academic efficiency is related to persistence, and that it is alee related to success. Predictors used are academic efficiency measures and biographic data, while criteria used are persistence measures and academic success measures. Major results and conclusions based are: (1) upper classmen perform more efficiently than lower classmen on the measures selected for inclusion in the study, leading to the acceptance that academic efficiency is related to persistence; (2) positive but weak relationships exist between individual academic efficiency measures; (3) relationships between persistence and sex, type of high school diploma, and ethnicity do not exist.

934 Wright, Stephen, J. Black studies and sound scholarship Phi Delta Kappan; 1970; 51; (7); 365-368. EJ016926

Discussses the rationale, objectives, and problems of black studies programs, recognizing their validity in reflecting the history, problems, and culture of 25 million Americans.

935 Wright, Stephen J. Redressing the Imbalance of minority groups in the professions. Journal of Higher Education; 1972; 48; (3); 239-48; EJ057545.

Representation of the major minority groups must be raised in the various major vocationa and professions to levels equal to their percentage of the population.

936 Yates, J. Frank; And Others. Some approaches to black academic achievement in white universities. 1973, ED085440.

This paper reports several activities of the Coalition for the use of learning skills (CULS), an academic supportive services program directed to the needs of black and Chicano students at the University of Michigan. The CULS approach assumes that, in order to meet the demands of quality education for black students, the University must be prepared to do certain things it never did previously and to modify some of the things it has always done. The University, from this perspective, is seen as an instrument for the service of the black community (just as it is for its white constituencies). Practically any aspect of black student life is fair game for the attention of CULS if it has direct or indirect connections with the statled goals. The focus is thus upon relatively unique approaches to solving problems experienced universally by black students at large predominantly white institutions. The accounts include analyses of problems situations, rationales for methods, secriptions of techniques, and indicators of their success or failure. The hypotheses and conclusions about fundamental psychological issues underlying black higher education are based on incidental and systematic observations of the program's activities as well as controlled experiments and surveys of students. [Because of the quality of the original text, some pages in the document are not clearly legible].

937 Young, Herman Andre. An educational and professional profile on black American doctorates in the natural sciences. 1973. ED118350.

The problems of this study was to describe,according to selected variables, certain personal, educational, and professional characteristics of black scientists who have earned the doctoral degree in the natural sciences with intent to encourage more blacxs to enter the fields of science. A self-reporting questionnaire was mailed to 500 black scientists throughout the United States, who, for the most part, were employed in institutions of higher education. Data were collected relating to current employment, demography, personal background, perceived factors of influence toward science, sources of financial support for doctoral studies, post-doctoral work opportunities, and the Black scientists in relation to the black community. Data results were expressed in frequency tabulations and percentages. The typical black scientist was found to be a male 49 years of age, born and raised in the South, and working at a predominantly Black college or university. He came from a family of low socio-economic status and ahowed high achievement in science and mathematics. He strongly preferred teaching and research in a university and most often returned to work in the area of his birth. Poor schooling in science and lack of knowledge about science careers were greatest deterrents to other blacks to pursue science careers.

938 Zarate, Narcisa. Predictive factors of academic success for freshmen of a multicultural university. 1976 ED123022.

Factors which relate to academic success for university freshmen were investigated. Objectives were to: determine which of six independent variables were most highly related to and predictive of a 2.0 (C) cumulative grade point average (GPA), the dependent variable, for two consecutive quarters; determine which combination of factors could most accurately identify students who could complete two consecutive quarters with a 2.0 GPA,; compare predictive regression planes on American College Test (ACT) scores for Anglo Americans and Mexican Americans; and establish a minimum English score on the ACT for freshmen at New Mexico University (Las Vegas) with GPA's below 2.0 for remedial reading placement. Independent variables were the: ACT's English and composite scores; Nelson-Denny Reading Test's vocabulary comprehension, and total scores; and Davis Reading Test's comprehension score. Data were gathered on 226 freshmen enrolled at New Mexico Highland University for fall of 1974. A stepwise multiple regression analysis was used to determine statistically significant predictors of fall and winter GPAs. Ethnicity combined with each independent variable was used to examine an interaction in the regression for Mexican Americans. Some findings were: The ACT's composite and English scores were directly related to each quarter's GPA and different regression planes existed for Mexican Americans and Anglo Americans.

939 Zdep. S.M. Educating disadvantaged urban children in suburban schools: An evaluation. Educational Testing Service, Princeton, NJ. 1970, ED053186.

A one-year experimental program that transported a total of 38 "volunteer" disadvantaged city children to schools in a nearby suburban community was evaluated in grades 1 and 2. Twenty-six of the 38 children were in a total of 12 different classes at these two grade levels. At the conclusion of the program, transported first graders displayed singificantly higher average gains than did counterparts who remained in the city school in reading, mathematics, and listening skills. Among second graders, achievement mean gains for the transported group did not differ significantly from those of the counterpart group. Suburban children in classes containing city youngsters displayed no measured detrimental effects on achievement, when compared to similar classes without city children. In general, year-end affective measures indicated that most groups of students preferred integrated classes that were mostly white, and they also felt these classes were among the smarter.

940 Zdep, Stanley, M. Educating disadvantaged urban children in suburban schools: An evaluation Journal of Applied Social Psychology; 1971; 1; (2); 173-186 EJ047119

941 Ziegler, Jereme, M. You mean the Wyandanch College? Change; 1972; 4; (%); 48-52; EJ064515.

Describes a college in New York that offers a 1-year program of higher education in evening classes for disadvantaged students.

942 Zimmer, Michael, J. Beyond defunis: Disproportionate impact analysis and mandated "preferences" in law school admissions. North Carolina Law Review; 1976; 42; (3); 317-88; EJ143218.

DeFunis v. Odegaard involved an unsuccessful challenge by a white law school applicant to a program for the " preferential" admission of members of certain minority groups. This article suggests that such programs are not only constitutionally permissible but mandated when there has been a failure to promote racial integration.

SUBJECT INDEX

Ability Grouping: 153, 318, 476

Ability Identification: 708

Abstracts: 440, 453, 486

Academic Ability: 130, 137, 297, 355, 567, 584, 648, 649, 677, 864, 927

Academic Achievement: 2, 11, 16, 18, 23, 28, 35, 61, 69, 71, 74, 81, 90, 91, 95, 102, 112, 115, 116, 120, 137, 141, 144, 148, 149, 150, 153, 154, 155, 156, 165, 168, 169, 170, 190, 192, 200, 201, 202, 207, 214, 216, 217, 220, 228, 229, 232, 239, 244, 249, 255, 256, 258, 265, 269, 271, 276, 279, 292, 293, 296, 297, 299, 301, 302, 307, 309, 312, 315, 319, 329, 336, 338, 342, 344, 346, 348, 350, 354, 355, 357, 359, 361, 367, 368, 369, 371, 383, 384, 385, 386, 387, 393, 397, 400, 405, 407, 409, 413, 416, 421, 423, 429, 431, 434, 435, 442, 445, 451, 457, 458, 461, 464, 466, 476, 477, 482, 483, 489, 491, 495, 500, 502, 508, 515, 519, 522, 525, 528, 535, 536, 544, 545, 546, 548, 549, 550, 551, 563, 566, 570, 571, 572, 577, 591, 593, 599, 601, 621, 625, 626, 634, 643, 645, 648, 649, 657, 662, 665, 676, 678, 685, 688, 691, 693, 694, 696, 704, 708, 720, 725, 729, 730, 731, 735, 738, 744, 750, 754, 761, 765, 766, 769, 775, 777, 785, 792, 802, 815, 816, 824, 825, 830, 843, 845, 848, 850, 851, 856, 859, 861, 867, 872, 878, 879, 886, 891, 894, 898, 899, 900, 906, 911, 914, 927, 931, 933, 936, 938, 939, 940

Academic Aptitude: 148, 297, 620, 821, 903

Academic Aspiration: 145, 268, 269, 355, 392, 736, 849

Academic Education: 755

Academic Enrichment: 217, 621, 872

Academic Failure: 475, 567, 621, 808

Academic Freedom: 172, 254

Academic Rank: 830

Academic Rating: 255, 848

Academic Records: 421, 634

Academic Standards: 40, 44, 58, 69, 78, 131, 287, 290, 325, 372, 373, 381, 397, 422, 424, 467, 471, 541, 621, 715, 770, 828, 926

Acceleration: 513

Accountability: 141, 916

Accounting: 341

Accreditation (Institutions): 17, 651

Acculturation: 112, 369, 408, 423, 463, 651, 792, 879

Achievement: 35, 60, 63, 195, 265, 302, 361, 448, 449, 470, 759, 861

Achievement Gains: 413, 546, 891

Achievement Need: 23, 566, 903

Achievement Rating: 88, 593, 782, 891, 921

Achievement Tests: 16, 137, 165, 292, 315, 346, 361, 442, 728, 729, 730, 731, 848, 917, 933

Action Research: 13

Activism: 172, 175, 203, 223, 330, 403, 539, 584, 617, 836, 885

Adjustment (To Environment): 48, 130, 213, 301, 579, 596, 745, 900, 914

Adjustment Problems: 631

Administration: 36, 345, 590, 701, 882

Administrative Organization: 4, 642, 898

Administrative Personnel: 59, 521, 628, 636, 641, 644, 706, 791

Administrative Policy: 219, 222, 234, 323, 397

Administrative Problems: 610, 814

Administrator Attitudes: 83, 285, 617, 623, 698, 706, 910

Administrator Characteristics: 570

Administrator Role: 92, 284, 314, 636, 923

Administrator Selection: 636

Admission Criteria: 1, 17, 37, 40, 44, 46, 58, 61, 66, 69, 75, 78, 82, 84, 85, 86, 87, 89, 95, 99, 101, 109, 110, Admission Criteria: 117, 132, 169, 173, 177, 180, 188, 213, 230, 231, 232, 234, 244, 246, 282, 287, 290, 291, 293, 311, 318, 323, 327, 345, 357, 361, 365, 372, 373, 376, 380, 381, 385, 409, 424, 431, 452, 462, 474, 488, 498, 514, 515, 517, 523, 526, 530, 534, 542, 545, 575, 615, 616, 620, 632, 635, 639, 641, 655, 659, 664, 669, 675, 715, 742, 770, 772, 773, 776, 779, 790, 793, 801, 811, 820, 823, 842, 859, 878, 887, 894, 897, 917, 924

Admission Counselors: 101, 554

Admission (School): 37, 41, 66, 100, 101, 106, 107, 110, 132, 180, 248, 260, 275, 289, 294, 372, 373, 374, 391, 467, 473, 474, 514, 516, 530, 582, 604, 606, 653, 713, 727, 769, 771, 772, 773, 778, 820, 824, 828, 876, 889, 924

Adolescent Literature: 480

Adolescents: 368, 736, 743, 892

Adopted Children: 301

Adult Basic Education: 662, 815

Adult Characteristics: 301

Adult Dropouts: 21

Adult Education: 27, 63, 102, 143, 167, 207, 235, 303, 315, 592, 598, 645, 739, 740, 926

Adult Education Programs: 25, 26, 313, 345, 425, 666, 732, 849

Adult Leaders: 157

Adult Students: 12, 313, 926

Adult Vocational Education: 3, 616, 690

Adults: 690, 703

Advisory Committee: 3, 166, 235, 644, 840

Affective Behavior: 31, 329

Affective Objectives: 648, 765

Affective Tests: 55

Affirmative Action: 43, 59, 67, 87, 317, 320, 323, 350, 376, 428, 530, 716, 812

African American Studies: 7, 145, 152, 174, 222, 287, 325, 358, 395, 402, 403, 404, 422, 547, 576, 614, 672, 813, 814, 833, 834, 865, 884, 932, 934

African Culture: 7, 160, 814

African History: 7, 814

African Literature: 7

Afrikaans: 798

Age: 150, 536, 552, 599, 752, 838, 900

Age Differences: 190, 271, 284, 580, 732

Age Groups: 310

Agencies: 379, 462, 644

Agency Role: 24, 167, 195, 200, 238, 362, 520, 658, 726, 893

Aggression: 337, 469

Agricultural Laborers: 387

Alaska Natives: 501, 581

Alternative Schools: 158

Alumni: 919

American Culture: 204, 432, 595, 630, 640, 855

American History: 179, 388, 485, 492

American Indian Culture: 272, 315, 362, 457, 484, 564, 576, 901, 905

American Indians: 9, 18, 19, 24, 25, 26, 27, 29, 34, 60, 61, 63, 70, 76, 119, 120, 121, 122, 127, 140, 152, 157, 161, 162, 167, 171, 175, 194, 195, 200, 208, 209, 217, 225, 235, 236, 237, 238, 261, 265, 266, 267, 272, 285, 301, 307, 315, 338, 377, 379, 392, 394, 405, 406, 407, 408, 410, 426, 427, 430, 431, 447, 448, 449, 456, 462, 483, 485, 492, 500, 501, 509, 515, 517, 519, 521, 530, 531, 564, 578, 579, 581, 583, 586, 587, 611, 623, 631, 633, 639, 643, 644, 645, 646, 651, 656, 658, 663, 670, 676, 677, 686, 697, 726, 770, 780, 785, 788, 792, 805, 829, 841, 852, 854, 893, 900, 901, 905, 914

American Literature: 145, 204, 347, 450, 555, 589, 611, 638, 683, 743, 884

Analysis of Variance: 679

Ancillary Services: 634, 936

Anglo Americans: 112, 150, 217, 256, 292, 349, 355, 489, 573, 599, 625, 718, 938

Annotated Bibliographies: 7, 357, 366, 379, 384, 440, 441, 453, 454, 459, 479, 555, 579, 697, 699, 758, 764, 781, 784, 835, 854, 910

Annual Reports: 25, 26, 60, 448, 449, 752, 785, 860

Anthropology: 9, 152, 319, 362, 439, 587, 807, 905

Anti Semitism: 605

Anxiety: 688

Applied Linguistics: 333

Apprenticeships: 189

Aptitude Tests: 230, 293, 409, 824, 864, 933

Arabs: 798, 799

Archives: 379, 579

Area Studies: 160, 835

Area Vocational Schools: 142, 304

Art: 909

Art Education: 512

Articulation (Program): 1, 213, 282

Asian Americans: 70, 127, 218, 431, 509, 530, 567, 576, 581, 611, 841, 916

Aspiration: 97, 386, 664, 861

Associate Degrees: 1

Athletics: 818

Attendance: 60, 119, 225, 305, 309, 408, 448, 449, 629

Attendance Patterns: 136, 226

Attention: 336

Attention Control: 336

Attitude Tests: 42, 255, 744

Attitudes: 97, 121, 174, 194, 326, 387, 404, 416, 423, 434, 775, 861, 939

Attribution Theory: 567

Audiences: 849

Audiovisual Aids: 379, 384, 411, 480

Aural Stimuli: 496

Authoritarianism: 50

Autobiographies: 746

Autoinstructional Aids: 703

Bachelors Degrees: 1, 124, 557, 830

Background: 136, 659

Basic Skills: 255, 288, 397, 802

Behavior Change: 15, 688

Behavior Patterns: 193, 226, 329, 670, 785

Behavior Problems: 149, 482

Behavioral Objectives: 178, 490

Behavioral Science Research: 193

Behavioral Sciences: 524

Beliefs: 337

Bias: 7, 109, 110, 180, 433, 595, 602, 619, 681, 775, 790, 800

Bibliographic Citations: 155, 156

Bibliographies: 3, 19, 71, 83, 145, 213, 352, 405, 440, 441, 583, 637, 697, 701, 733, 781, 787, 910

Biculturalism: 242, 427, 489, 651, 660, 683, 780, 789, 879, 880, 909

Bilingual Education: 5, 24, 27, 29, 32, 76, 166, 218, 237, 239, 242, 292, 296, 533, 543, 651, 660, 789, 879, 880

Bilingual Students: 427, 454, 489, 533, 877

Bilingual Teachers: 533, 880

Bilingualism: 32, 218, 222, 237, 239, 242, 324, 333, 381, 879

Biological Influences: 927

Biological Sciences: 57

Biology Instruction: 427, 550

Biracial Schools: 491

Black Community: 113, 123, 309, 402, 403, 428, 434, 689, 795, 937

Black Power: 7, 298, 343, 386, 773

Board Administrator Relationship: 220

Board Candidates: 916

Board of Education Policy: 466

Board of Education Role: 466

Boarding Schools: 9, 157, 162, 167, 261, 346, 728, 729, 730, 731

Board of Education: 515, 761, 916

Book Lists: 347

Books: 352, 726

Budgeting: 161

Budgets: 119

Building Trades: 189

Bus Transportation: 42, 442, 466, 593, 767, 939

Business: 253, 690

Business Administration: 246, 294, 850

Business Education: 293, 427, 690, 819, 850

Business Education Teachers: 819

Business Skills: 293

Business Subjects: 819

Campuses: 808

Career Awareness: 690, 829

Career Choice: 57, 87, 93, 135, 183, 194, 278, 303, 321, 419, 518, 687, 802, 907

Career Education: 104, 143, 176, 207, 261, 285, 399, 439, 456, 561, 562, 623, 629, 719, 753, 829, 910

Career Exploration: 684, 883

Career Ladders: 616

Career Opportunities: 57, 288, 362, 462, 523, 541, 613, 629, 787

Careers: 57, 572

Case Studies: 194, 214, 258, 427, 860

Catholics: 369

Caucasian Race: 496

Caucasian Students: 56, 64, 98, 127, 315, 400, 475, 491, 509, 567, 584, 769, 774, 927, 942

Caucasians: 50, 71, 97, 193, 293, 307, 335, 361, 369, 535, 536, 555, 596, 736, 861, 864

Censorship: 254

Census Figures: 113, 118, 130, 271, 379, 579, 581, 839, 911

Certification: 61

Change Agents: 50, 97, 284, 297, 359, 491, 747

Change Attitudes: 78, 191, 192, 275, 284, 299, 303, 309, 362, 400, 662, 703

Change Strategies: 32, 59, 119, 284, 308, 358

Characterization (Literature): 152

Chemistry: 250, 443

Chief Administrators: 184

Child Care Workers: 214

Child Development: 297

Child Labor Legislation: 629

Child Language: 454

Child Psychology: 297

Chinese: 242

Chinese Americans: 485, 496, 855

Church Related Colleges: 345, 853

City Problems: 36, 74, 128

City Wide Programs: 115

Civics: 807

Civil Liberties: 2, 429, 630, 668, 752

Civil Rights: 7, 37, 59, 74, 110, 181, 188, 191, 259, 357, 366, 487, 490, 519, 520, 539, 593, 605, 621, 652, 682, 700, 714, 889, 908, 914, 924, 935

Civil Rights Legislation: 185, 259, 652, 942

Class Activities: 602, 797, 798, 799

Class Size: 354

Classification: 54

Classroom Environment: 665

Classroom Research: 319

Clinical Experience: 883

Cluster Grouping: 736

Coeducation: 212, 652

Cognitive Ability: 328, 413

Cognitive Development: 155, 156, 644, 785, 931

Cognitive Measurement: 329, 413

Cognitive Processes: 31

Cognitive Test: 108, 297

College Administration: 390

College Admission: 2, 38, 44, 58, 69, 75, 79, 82, 107, 114, 131, 134, 180, 231, 232, 268, 276, 277, 290, 318, 324, 351, 356, 357, 371, 372, 399, 409, 429, 452, 459, 499, 515, 526, 542, 545, 554, 565, 603, 609, 615, 616, 632, 641, 653, 654, 702, 711, 713, 715, 723, 725, 737, 770, 773, 778, 779, 793, 796, 811, 823, 824, 828, 859, 894, 895, 897

College Attendance: 113, 130, 277, 360, 483, 508, 543, 563, 588

College Bound Students: 146, 161, 201, 211, 212, 371, 459, 508, 712, 736, 773, 824

College Choice: 41, 147, 183, 420, 709, 725, 787, 793, 831, 881, 919, 920

College Credits: 739

College Curriculum: 161, 174, 231, 307, 397, 550, 576, 587, 595, 598, 814, 877

College Entrance Examinations: 365, 399, 459, 509, 725, 773, 782,894, 938

College Environment: 48, 72, 93, 94, 129, 229, 312, 323, 386, 416, 808, 823

College Faculty: 30, 446, 608, 700, 775, 832, 853, 901

College Freshmen: 30, 41, 62, 69, 81, 95, 165, 228, 281, 393, 418, 514, 540, 773, 877, 938

College Graduates: 207, 227, 281, 787, 819

College High School Cooperation: 211, 585

College Housing: 904

College Instruction: 339, 589

College Integration: 114, 184, 242, 403, 469, 471, 585, 694, 707, 749, 936

College Language Programs: 218

College Libraries: 17

College Majors: 331, 419, 509, 837, 921

College Placement: 130, 275, 277, 459, 694, 773, 839, 895

College Planning: 299, 586

College Preparation: 116, 130, 245, 263, 268, 306, 459, 524, 585, 694, 709, 712, 839

College Programs: 80, 130, 228, 276, 277, 288, 300, 357, 481, 519, 520, 565, 571, 586, 598, 634, 709, 814, 839, 873, 895

College Role: 8, 36, 184, 222, 277, 299, 472, 558, 692, 831

College School Cooperation: 288, 565

College Science: 505, 868, 896

College Segregation: 471

College Students: 6, 11, 14, 46, 48, 50, 56, 57, 77, 114, 115, 118, 124, 126, 129, 151, 163, 178, 200, 202, 217, 229, 240, 249, 277, 298, 300, 331, 334, 335, 377, 386, 400, 403, 416, 441, 452, 458, 461, 469, 475, 478, 488, 502, 509, 514, 527, 545, 547, 548, 549, 550, 552, 560, 572, 617, 625, 627, 654, 663, 677, 775, 777, 778, 787, 814, 837, 838, 874, 901, 904, 907, 915, 928, 929, 930, 936 .

College Teachers: 82, 672

Colleges: 92, 100, 107, 121, 183, 196, 271, 390, 481, 484, 685, 694, 702, 796, 830, 924

Committees: 726

Communication (Thought Transfer): 31, 209, 218, 674

Communication Problems: 223, 267

Communication Skills: 201, 560

Community: 74, 97, 273, 625

Community Agencies (Public): 264, 565

Community Attitudes: 309, 429, 466, 939

Community Characteristics: 160, 342, 807, 848

Community Colleges: 1, 3, 5, 12, 13, 39, 212, 234, 237, 239, 252, 295, 353, 397, 456, 460, 461, 501, 504, 521, 544, 549, 552, 558, 586, 617, 641, 650, 666, 692, 716, 719, 803, 860, 875, 895

Community Control: 220, 252, 531, 726, 893

Community Development: 909

Community Education: 27, 618, 644

Community Influence: 342, 491, 546

Community Involvement: 165, 167, 208, 235, 237, 308, 423, 428, 488, 554, 586, 714, 780, 805, 886

Community Leaders: 466

Community Problems: 618

Community Programs: 815

Community Role: 342, 681

Community Schools: 296, 621, 738

Community Service Programs: 427

Community Study: 408, 596, 799

Community Support: 263

Community Surveys: 427

Commuting Students: 338, 774

Comparative Analysis: 35, 48, 50, 64, 83, 95, 109, 127, 150, 190, 217, 225, 241, 255, 256, 265, 321, 350, 355, 400, 410, 470, 509, 548, 567, 662, 676, 677, 680, 774, 792, 848, 861, 894, 900, 938

Comparative Statistics: 51, 494, 553, 596, 830

Compensatory Education: 25, 26, 28, 71, 115, 136, 192, 201, 231, 287, 296, 297, 345, 359, 413, 424, 434, 442, 459, 464, 476, 486, 593, 621, 649, 665, 699, 738, 750, 843, 856, 911

Compensatory Education Programs: 105, 115, 136, 168, 188, 192, 231, 258, 279, 288, 357, 367, 383, 453, 459, 476, 482, 537, 538, 571, 621, 693, 709, 720, 738, 744, 787, 811, 816, 826, 824, 848, 856, 867, 876, 886

Competitive Selections: 100, 109, 110, 169, 180, 289, 318, 380, 715, 723

Composition (Literary): 333, 418, 425, 450, 480, 877

Composition Skills: 62

Computer Assisted Instruction: 120, 427

Computer Science Education: 427

Computers: 158, 427

Concept Formation: 439, 735

Conceptual Schemes: 209, 514, 735

Conference Reports: 24, 29, 106, 158, 177, 275, 312, 324, 374, 379, 726

Conferences: 320, 895

Confidence Testing: 902

Confidential Records: 793

Conflict: 797

Conflict Resolution: 325, 630, 797

Consortia: 4

Consumer Education: 235

Consumer Protection: 926

Content Analysis: 76

Contingency Management: 336

Continuing Education: 690

Continuous Learning: 158

Contracts: 597

Conventional Instruction: 397, 850

Cooperative Planning: 4, 167

Cooperative Programs: 47, 127, 245, 313

Core Courses: 302, 419

Core Curriculum: 302

Correctional Education: 237, 642

Correlation: 599, 670

Correspondence Courses: 595

Cost Effectiveness: 130, 158, 312, 918

Counseling: 81, 102, 159, 164, 176, 177, 208, 211, 266, 300, 315, 323, 324, 478, 489, 511, 541, 569, 572, 592, 601, 701, 745, 753, 874, 892

Counseling Effectiveness: 49, 147, 907

Counseling Effectiveness Projects: 227

Counseling Instructional Programs: 49, 1[illegible]3

Counseling Programs: 61, 70, 120, 268, 498, 527

Counseling Services: 146, 147, 163, 267, 372, 478, 540, 930

Counselor Attitudes: 802, 892

Counselor Client Ratio: 164

Counselor Educators: 144, 751

Counselor Functions: 164, 751, 930
Counselor Performance: 622
Counselor Role: 164, 561, 609
Counselor Training: 70, 622, 751
Counselors: 107, 194, 439, 478, 585, 751, 829
Counselors' Role: 478, 527
Course Content: 159, 611, 630, 732, 797, 798, 799, 809, 877, 880
Course Descriptions: 253, 450, 507, 611, 710, 877, 909
Course Evaluation: 85, 174, 411
Course Objectives: 451, 797, 798, 7 799
Courses: 190
Court Cases: 75, 528, 615, 657, 897
Court Litigation: 87, 109, 110, 141, 189, 602, 657, 695
Court Role: 270
Creative Writing: 307
Creativity: 214
Credentials: 725
Criteria: 666
Critical Thinking: 209
Cross Age Teaching: 214
Cross Cultural Studies: 108, 218, 286, 525, 881
Cultural Awareness: 61, 70, 111, 152, 162, 167, 324, 344, 347, 362, 381, 382, 463, 611, 630, 650, 651, 658, 681, 852, 855
ultural Background: 111, 286, 352, 421, 525, 618, 660, 726, 732, 855, 880, 892
Cultural Centers: 286
Cultural Context: 862
Cultural Development: 683

Cultural Differences: 31, 63, 65, 70, 108, 112, 187, 334, 344, 351, 355, 382, 509, 527, 578, 590, 641, 670, 683, 852, 855, 869, 905

Cultural Disadvantagement: 115, 735

Cultural Education: 252, 351, 543, 589, 741

Cultural Enrichment: 115, 286, 621, 683

Cultural Environment: 809

Cultural Factors: 35, 98, 112, 156, 160, 215, 301, 307, 327, 335, 362, 392, 408, 418, 423, 453, 464, 485, 495, 527, 563, 583, 592, 611, 638, 782, 802, 862, 869, 881, 916

Cultural Images: 54

Cultural Interrelationships: 855

Cultural Isolation: 483, 573

Cultural Pluralism: 32, 54, 218, 231, 252, 272, 319, 339, 463, 619, 630, 640, 699, 780, 784, 835, 855, 869, 928

Cultural Traits: 855, 880

Culturally Disadvantaged: 35, 75, 115, 116, 153, 201, 246, 247, 258, 265, 272, 297, 315, 319, 344, 345, 348, 413, 464, 485, 634, 708, 735, 851, 856, 922, 933

Culture: 272, 587, 701, 835

Culture Conflict: 9, 50, 223, 230, 352, 436, 483, 489, 527, 579, 631, 745, 905, 914

Culture Contact: 218

Curriculum: 10, 93, 94, 119, 121, 158, 384, 451, 454, 572, 608, 645, 916, 919, 928

Curriculum Design: 315, 423, 666, 880

Curriculum Development: 3, 17, 34, 65, 72, 80, 82, 141, 142, 143, 210, 216, 266, 267, 286, 306, 315, 339, 345, 356, 358, 389, 402, 421, 507, 512, 590, 592, 598, 666, 671, 726, 806, 809, 810, 815, 829, 850, 855, 870, 932

Curriculum Enrichment: 862

Curriculum Evaluation: 29, 784, 806, 919

Curriculum Guides: 179, 253, 450, 595, 637, 807

Curriculum Planning: 122, 263, 264, 359, 389, 395, 666

Curriculum Research: 806

Curriculum Studies Center: 286

Data: 694

Data Analysis: 360, 644, 848

Data Collection: 243

Decision Making: 146, 147, 420, 630

De Facto Segregation: 170

Definitions: 19, 32, 130, 239, 362, 462, 581, 639

Degree Requirements: 488, 541

Degrees (Titles): 10, 287

Delinquints: 891

Delivery Systems: 147, 158, 583, 643, 645

Democratic Values: 630

Demography: 30, 74, 124, 125, 130, 166, 183, 285, 369, 434, 467, 525, 623, 839

Demonstration Programs: 26, 296, 383

Demonstration Projects: 27, 354, 690, 694, 708

Dental Schools: 497, 523, 842

Dentists: 84, 85

Departments: 576, 819, 832, 921

Developmental Programs: 25, 188, 461, 601

Developmental Psychology: 452

Diagnostic Teaching: 891

Diagnostic Test: 409, 510

Dialects: 717

Dictionaries: 701

Directories: 701, 721, 733

Disadvantaged Environment: 413, 620, 735

Disadvantaged Groups: 115, 129, 173, 243, 244, 247, 265, 287, 288 296, 306, 313, 318, 457, 599, 607, 686, 699, 701, 724, 734, 760

Disadvantaged Youth: 6, 11, 35, 47, 85, 86, 93, 95, 115, 116, 129, 130, 137, 142, 144, 165, 192, 201, 206, 213, 229, 247, 258, 274, 276, 277, 279, 282, 299, 324, 329, 340, 346, 357, 368, 371, 374, 375, 384, 385, 399, 406, 409, 411, 413, 434, 442, 454, 474, 495, 499, 502, 505, 508, 518, 522, 525, 540, 545, 550, 558, 560, 567, 571, 577, 594, 597, 617, 619, 626, 632, 634, 638, 642, 649, 653, 654, 678, 679, 681, 691, 706, 709, 719, 720, 728, 729, 730, 731, 735, 767, 801, 816, 828, 839, 843, 851, 875, 883, 886, 899, 917, 922, 935, 940

Discriminatory Attitudes (Social): 117, 185, 337, 485, 487, 569, 605, 798, 800

Discriminatory Legislation: 908

Discussion Programs: 740

Divergent Thinking: 825

Doctoral Degrees: 125, 144, 574, 613, 733, 843

Doctoral Programs: 846

Doctoral Theses: 74, 418, 453, 454, 566, 583, 611, 677, 868, 937, 938

Documentation: 243

Dormitories: 93, 94

Drama: 152, 697

Dropout Characteristics: 225, 310, 524, 617

Dropout Identification: 676

Dropout Prevention: 468, 482, 511, 558, 577, 596, 629, 754, 841

Dropout Problems: 258, 524

Dropout Programs: 21

Dropout Rate: 195, 255, 276, 468, 489, 500, 601, 818, 844

Dropout Rehabilitation: 21

Dropout Research: 258, 524, 548, 617, 808, 841

Dropouts: 46, 60, 153, 156, 157, 194, 207, 211, 265, 381, 408, 448, 449, 489, 511, 524, 528, 578, 677, 704, 726, 746, 787

Early Childhood Education: 26, 90, 210, 257, 521, 714

Ecology: 595

Economic Development: 235, 237, 253, 369, 531, 579

Economic Disadvantagement: 91, 112

Economic Factor: 414, 525, 553, 563, 578, 583, 588, 643, 645, 785

Economic Opportunities: 112, 113, 452

Economic Status: 191, 278, 588

Economically Disadvantaged: 12, 34, 97, 112, 116, 143, 153, 228, 258, 274, 296, 306, 366, 399, 474, 486, 500, 550, 551, 571, 591, 599, 601, 617, 634, 642, 701, 709, 712, 765, 766, 801, 816, 848, 899, 911

Economics: 670, 807

Educable Mentally Handicapped: 451

Education: 29, 97, 156, 273, 316, 322, 352, 362, 408, 448, 449, 462, 489, 528, 531, 578, 602, 618, 701

Education Elementary Secondary Education: 235

Education Experiment: 302, 354

Educational Accountability: 67, 192, 219, 220

Educational Administration: 144, 192, 636, 889

Educational Alternatives: 9, 32, 159, 167, 239, 305, 383, 429, 656

Educational Anthropology: 436

Educational Assessment: 35, 39, 93, 94, 143, 219, 274, 282, 285, 323, 438, 521, 537, 538, 583, 643, 645, 646, 680, 759, 805, 826, 827, 847, 910

Educational Attitudes: 32, 42, 269, 304, 309, 406, 483, 500, 567, 767

Educational Background: 271, 285, 659, 662, 736

Educational Benefits: 572

Educational Change: 12, 15, 36, 53, 142, 158, 162, 220, 257, 283, 298, 308, 312, 399, 452, 488, 561, 598, 636, 673, 706, 845

Educational Counseling: 49, 122, 146, 147, 541, 745

Educational Courses: 61619

Educational Demand: 372, 613, 705

Educational Development: 120, 135, 145, 167, 210, 241, 283, 399, 439, 477, 501, 528, 668, 734, 829, 870

Educational Disadvantaged: 120, 219, 244, 318

Educational Disadvantagement: 307, 319, 456, 715, 804, 811, 856, 857

Educational Economics: 312, 319, 414, 528, 588, 918

Educational Environment: 58, 427, 477, 573, 583, 688

Educational Equality: 272, 583, 805

Educational Experience: 241, 416, 491, 688, 932

Educational Facilities: 216, 285, 501, 570, 888

Educational Finance: 46, 60, 86, 157, 158, 690, 200, 222, 255, 275, 295, 320, 374, 414, 448, 449, 474, 479, 521, 523, 546, 633, 657, 659, 663, 830, 842, 847, 853, 920

Educational History: 30, 87, 114, 429, 568, 610, 669, 702, 899

Educational Improvement: 71, 158, 160, 165, 216, 263, 551, 714, 764, 8

Educational Innovation: 158, 299, 411, 725, 739, 750, 757, 941

Educational Interests: 368, 736

Educational Legislation: 25, 26, 76, 210, 219, 465, 857, 908

Educational Majors: 217, 331, 854

Educational Measurements: 139

Educational Needs: 8, 143, 157, 272, 281, 375, 399, 433, 495, 516, 561, 562, 592, 596, 693, 708, 741, 755, 784, 788, 817, 841, 852, 857, 898, 911

Educational Objectives: 3, 39, 99, 123, 133, 138, 159, 237, 243, 263, 283, 325, 484, 561, 562, 564, 643, 644, 646, 692, 698, 712, 726, 727, 736, 788, 845, 870, 896, 934

Educational Opportunities: 37, 43, 67, 69, 78, 102, 113, 124, 125, 133 205, 213, 216, 217, 237, 248, 258, 275, 276 288, 295, 319, 324, 356, 365, 368, 385, 399 400, 431, 433, 452, 471, 473, 514, 517, 519 528, 541, 553, 571, 584, 592, 603, 609, 653 663, 667, 672, 682, 706, 708, 713, 727, 787 801, 844, 888, 941

Educational Parks: 263, 264, 491

Educational Philosophy: 9, 403, 439, 512, 651, 668, 788

Educational Planning: 40, 123, 183, 222, 319, 332, 438, 452, 562, 586, 666, 705, 736, 838, 845, 888, 899

Educational Policy: 37, 76, 172, 219, 234, 319, 350, 359, 424, 514, 515, 562, 603, 788, 844, 857, 879

Educational Principles: 283

Educational Problems: 8, 32, 172, 266, 272, 323, 324, 407, 453, 479, 517, 577, 631, 660, 689, 745, 813, 899, 910

Educational Programs: 25, 26, 85, 138, 168, 210, 221, 242, 306, 353, 383, 405, 453, 474, 495, 511, 518, 519, 570, 634, 644, 706, 738, 741, 760, 787, 856, 901, 914, 926

Educational Quality: 123, 165, 170, 261, 471

Educational Research: 11, 13, 140, 158, 209, 210, 216, 291, 304, 337, 414, 436, 452, 453, 493, 546, 612, 648, 674, 684, 736, 752, 755, 759, 801, 837, 841, 846, 849, 868, 893

Educational Resources: 459, 480, 555, 758, 888

Educational Responsibility: 236, 283, 305, 432

Educational Retardation: 662

Educational Sociology: 458

Educational Specification:

Educational Strategies: 220, 263

Educational Supply: 87, 289, 613, 705

Educational Technology: 25, 26, 27, 158, 210

Educational Testing: 294, 328, 546, 648

Educational Theories: 765

Educational Trends: 126, 172, 299, 479, 503, 553

Educationally Disadvantaged: 12, 28, 64, 69, 76, 81, 90, 95, 115, 116, 130, 137, 141, 143, 144, 148, 153, 154, 170, 188, 192, 201, 202, 205, 220, 228, 249, 258, 265, 269, 274, 279, 288, 295, 296, 297, 299, 302, 315, 318, 329, 336, 345, 346, 348, 354, 359, 367, 371, 400, 409, 413, 438, 451, 461, 476, 477, 482,

Educationally Disadvantaged (cont'd): 486, 502, 514, 515, 519, 528, 53
538, 544, 546, 563, 575, 593, 62
621, 634, 642, 648, 662, 665, 68
685, 688, 691, 696, 701, 708, 72
731, 738, 750, 765, 766, 801, 80
815, 824, 825, 826, 827, 839, 84
847, 848, 849, 850, 851, 856, 87
886, 891, 898, 911, 929, 931, 93
939, 940

Effective Teaching: 153, 765

Elective Subjects: 347

Elementary Education: 7, 18, 28, 153, 257, 286, 366, 384, 438, 453, 45
561, 605, 612, 638, 665, 690, 727, 759, 806, 847
880

Elementary Education School: 531

Elementary Grades: 413, 438, 848, 886, 940

Elementary School Students: 28, 137, 148, 149, 242, 297, 315, 407, 438
442, 497, 626, 696, 843, 856

Elementary Schools: 296, 438, 691

Elementary Secondary Education: 9, 19, 25, 26, 27, 54, 70, 76, 126,
143, 158, 167, 185, 187, 216, 219, 236
237, 238, 261, 272, 339, 362, 367, 439
521, 533, 538, 636, 643, 644, 646, 658
693, 714, 827, 829, 845, 852, 883

Emotional Development: 241, 617, 903

Emotional Problems: 409

Employee Attitudes: 52, 326

Employees: 244, 439

Employment: 67, 326, 487, 602, 607, 660, 679, 808, 918

Employment Counselors: 201

Employment Experience: 662

Employment Interviews: 178

Employment Level: 273

Employment Opportunities: 189, 258, 326, 331, 341, 364, 500, 521, 562,
672, 700, 791, 795, 812, 852, 883, 889, 924

Employment Patterns:

Employment Practices: 52, 67, 378, 791

Employment Problems: 598

Employment Programs: 112

Employment Projections: 331

Employment Qualifications: 562

Employment Statistics: 278, 553, 604

Employment Trends: 331, 604

Engineering: 10, 511

Engineering Education: 10, 104, 245, 280, 505, 511

Engineering Technology: 10, 280, 446

Engineers: 104, 208

English: 62, 204, 242, 510, 580

English (Curriculum): 254, 877

English Departments: 62

English Education: 299, 548

English Instruction: 201, 299, 347, 418, 450, 480, 504, 555, 589, 620, 787, 877

English Literature: 152

English Programs: 299

English (Second Language): 218, 355, 489, 513, 533, 580, 592

Enrichment Programs: 29, 482

Enrollment: 6, 18, 43, 60, 80, 104, 107, 124, 127, 136, 171, 233, 280, 310, 373, 419, 443, 448, 449, 467, 473, 498, 514, 517, 603, 606, 770, 853, 913, 920

Enrollment Influences: 43, 142, 268, 529, 860

Enrollment Projections: 360, 515

Enrollment Rate: 41, 67, 83, 243, 275, 356, 360, 377, 529, 920

Enrollment Trends: 1, 6, 41, 87, 104, 126, 243, 260, 431, 515, 604, 811, 813, 846

Environmental Education: 222

Environmental Influences: 23, 160, 318, 409, 416, 464

Equal Education: 2, 32, 39, 68, 87, 141, 168, 205, 258, 263, 264, 275, 282, 311, 320, 323, 324, 345, 399, 429, 530, 543, 575, 593, 621, 634, 652, 653, 657, 659, 668, 682, 715, 725, 727, 811, 828, 844, 847, 870, 887, 888, 908, 933

Equal Facilities: 908

Equal Opportunity (Jobs): 59, 106, 112, 135, 189, 191, 257, 259, 326, 332, 378, 652, 786, 791, 813, 889, 924

Equal Protection: 75, 89, 259, 526, 722, 897, 924

Equalization Aid: 320, 520, 593, 597

Equipment: 102

Essays: 9, 152, 660

Ethical Values: 670

Ethnic Distribution: 514, 515, 913

Ethnic Groups:: 35, 42, 54, 55, 70, 73, 91, 108, 111, 112, 116, 129, 145, 160, 179, 190, 193, 205, 207, 222, 229, 240, 241, 252, 254, 263, 286, 293, 312, 368, 369, 436, 453, 457, 459, 465, 470, 485, 486, 494, 496, 497, 509, 527, 530, 539, 542, 549, 552, 555, 567, 571, 576, 580, 582, 608, 611, 618, 619, 620, 630, 635, 650, 692, 701, 705, 718, 740, 757, 767, 794, 797, 798, 799, 800, 802, 839, 841, 881, 885, 892, 905

Ethnic Origins: 286, 804

Ethnic Relations: 54, 507, 573

Ethnic Stereotypes: 185, 905

Ethnic Studies: 54, 55, 65, 111, 152, 218, 235, 252, 286, 304, 330, 339, 347, 351, 352, 384, 465, 507, 548, 576, 587, 595, 656, 710, 755, 764, 789, 797, 798, 799, 800, 806, 835, 852, 869, 909

Ethnocentrism: 800

Evaluation: 11, 55, 130, 154, 158, 208, 255, 261, 274, 279, 310, 409, 452, 541, 577, 759, 835

Evaluation Criteria: 110, 255, 329, 333, 684, 687

Evaluation Methods: 293, 329, 333, 451, 461, 537, 538, 712, 800, 826, 827, 845

Evening Program: 244

Exceptional Child Education: 451
Exceptional Students: 201, 216
Exchange Programs: 22
Expectation: 97, 207
Expectations: 249, 362, 591, 861
Expenditures Per Student: 39, 123, 546, 704, 886, 911, 918
Experimental Colleges: 941
Experimental Programs: 201, 216, 367, 482, 557, 728, 729, 730, 731, 939, 940
Experimental Schools: 346, 457, 728, 729, 730, 731
Extended School Year: 216
Extension Education: 279
External Degree Programs: 557
Facilities: 102, 597, 645
Factor Analysis: 677
Factor Structure: 23, 509
Faculty: 246, 250, 323, 378, 576, 645, 882
Faculty Advisors: 609
Faculty Integration: 49, 243, 707
Faculty Recruitment: 641
Failure Factors: 298, 359, 475, 704, 833, 869, 899
Family Attitudes: 745
Family Background: 23, 28, 183, 546, 596, 659, 747
Family Characteristics: 112, 368, 525, 747
Family Income: 39, 487, 494, 552, 588, 704, 887
Family Influence: 522, 571, 599, 749
Family Life: 273, 487, 495, 815
Family Relationship: 670

Family Role: 747

Family (Sociological): 531

Family (Sociological Unit): 74, 583, 781, 900

Family Status: 355, 747

Family Structure: 343

Fatherless Family: 343

Federal Aid: 17, 27, 60, 102, 192, 200, 320, 433, 447, 449, 520, 531, 561, 575, 748, 848, 893, 911

Federal Government: 236, 238, 270, 273, 362, 376, 531, 651, 812, 822

Federal Legislation: 19, 238, 273, 362, 471, 645, 646, 658

Federal Programs: 25, 26, 27, 28, 68, 102, 129, 137, 157, 194, 195, 210, 268, 288, 324, 367, 378, 383, 448, 592, 634, 744, 805, 886, 914

Federal State Relationship: 225, 316, 911

Feedback: 56, 566

Fees: 365

Fellowships: 517

Females: 1, 10, 12, 21, 59, 67, 92, 127, 146, 147, 183, 212, 217, 224, 257, 260, 265, 280, 303, 314, 378, 419, 467, 468, 487, 492, 530, 552, 553, 637, 652, 672, 716, 721, 733, 739, 740, 752, 775, 786, 791, 815, 817, 838, 882, 887, 900, 921, 925, 926

Feminism: 59, 553, 652, 784, 925

Fiction: 589, 884

Field Experience Programs: 61, 909

Field Interviews: 82, 301

Film Study: 743

Films: 605

Finance: 842

Financial Needs: 6, 17, 146, 186, 268, 361, 499, 617, 653, 724, 875

Financial Policy: 270, 359, 772, 805

Financial Problems: 106, 270, 399, 631, 772, 834

Financial Support: 6, 29, 68, 77, 80, 120, 121, 129, 146, 173, 175, 178, 182, 186, 211, 236, 246, 266, 267, 268, 270, 282, 287, 313, 320, 324, 345, 359, 364, 365, 420, 443, 462, 498, 508, 516, 519, 575, 597, 606, 628, 634, 642, 645, 646, 658, 663, 679, 702, 724, 742, 748, 752, 793, 875, 887

Fiscal Capacity: 875

Flexible Progression: 476

Folk Culture: 352, 430

Followup Studies: 90, 321, 446, 729, 861

Foreign Countries: 120

Foreign Culture: 218

Foreign Nationals: 280, 431

Foreign Relations: 179

Foreign Student Advisers: 836

Foreign Students: 224, 796, 836, 895

Foster Homes: 426

Freedom of Speech: 140

Functional Illiteracy: 815

Futures (of Society): 9, 439, 503, 595, 805, 896

Generalization: 735

Genetics: 297, 464

Geography: 807

Geographic Distribution: 838

Geographic Location: 920

Geographic Regions: 882

Ghettoes: 273, 620

Gifted: 201

Global Approach: 798, 799

Governance: 586

Government Employees: 553

Governmental Role: 68, 106, 158, 225, 651, 822, 914

Grade 1: 354, 939

Grade 2: 939

Grade 6: 355

Grade 8: 807

Grade 9: 116, 355, 891

Grade 12: 355

Grade Point Average: 40, 95, 120, 165, 169, 190, 207, 228, 291, 349, 421, 461, 467, 519, 534, 679, 680, 821, 864, 903, 919, 921, 938

Grade Prediction: 40, 207, 349, 351, 435, 526, 534, 769, 823, 894, 903, 938

Grade Repetition: 536

Grades (Scholastic): 350, 494, 548, 769, 894

Grading: 201, 350, 421, 647

Graduate Students: 57, 125, 186, 364, 437, 534, 607, 659, 661, 838

Graduate Study: 10, 34, 44, 82, 87, 125, 144, 186, 270, 275, 293, 294, 345, 351, 365, 385, 437, 541, 574, 628, 699, 733, 755, 846, 909, 919, 942

Graduate Surveys: 51, 52, 190, 364, 819, 846, 919

Graduation: 207, 494, 539

Grammar: 62

Grants: 200, 445, 597, 690

Group Activities: 740

Group Experience: 809

Group Norms: 670

Group Unity: 436

Grouping (Instructional Purposes): 354

Grouping Procedures: 153

Guidance: 266, 423, 511, 694, 745

Guidance Center: 262

Guidance Counseling: 122, 147, 261, 478, 644

Guidance Objectives: 194

Guidance Programs: 357, 399, 519, 709

Guidance Services: 102, 316

Guidelines: 67, 323, 383, 384, 577

Guides: 147, 159, 462, 639, 840, 842

Handicapped: 25, 26, 439

Handicapped Students: 127

Hawaiians: 581

Heads of Households: 599, 766

Health: 19, 528, 531, 583, 592

Health Conditions: 500

Health Education: 235, 518, 701

Health Needs: 84, 86, 454, 528

Health Occupations: 84, 248, 285, 462, 518, 604, 623, 910

Health Occupations Education: 5, 47, 84, 85, 86, 523, 604, 684, 883

Health Personnel: 5, 604

Health Program: 528

Health Services: 102, 628, 914

Heredity: 464

Heterogeneous Grouping: 154, 356

High School Graduates: 51, 63, 113, 190, 265, 271, 321, 420, 433, 887

High School Students: 115, 116, 130, 137, 147, 241, 242, 245, 251, 252, 309, 361, 407, 470, 566, 567, 573, 577, 585, 639, 709, 712, 747, 794, 839, 840, 891, 921

High Schools: 115, 704, 718, 747, 881

Historical Reviews: 17, 261, 362

History: 637, 805, 807, 909

History Instruction: 422, 485

History Textbooks: 366, 492, 559

Home Management: 815

Home Visits: 214

Homemaking Education: 815

Homogeneous Grouping: 154

Hopi: 780

Housewives: 487

Housing: 447, 525, 531, 602

Human Development: 187

Human Geography: 379, 410, 579, 581, 670, 900

Human Relation Unit: 490

Human Relations: 683

Human Resources: 817, 862

Human Services: 686, 863

Humanities: 181, 637, 835

Hypnosis: 338

Identification (Psychological): 152, 262, 422, 617, 702

Immigrants: 492, 710, 800, 835

Improvement Programs: 244

Incentive Grants: 633, 911

Incentive Systems: 367

Income: 51, 113, 256, 369, 452, 599, 766, 861, 881

Independent Study: 595

Individual Characteristics: 74, 130, 251, 545, 704, 839, 899

Individual Counseling: 915

Individual Development: 309, 436

Individual Differences: 336, 802

Individual Instructors: 137, 850

Individual Needs: 420, 596, 774

Individual Power: 42, 56, 167, 343, 429, 501, 521, 805, 845

Individualism: 743, 824

Individualized Programs: 601, 870

Industry: 525

Infants: 452

Informal Reading Inventory: 510

Information Centers: 427

Information Dissemination: 20, 146, 558, 719

Information Needs: 146, 312

Information Science: 427

Information Sources: 19, 462

Information Systems: 146

Initial Teaching (Alphabet): 513

Inner City: 123, 566

Input Output Analysis: 13, 546

Inservice Education: 829, 886, 916

Inservice Programs: 59

Inservice Teacher Education: 446, 465, 829

Institutes (Training Programs): 166

Institutional Administration: 656

Institutional Facilities: 471

Institutional Research: 117, 312

Institutional Role: 64, 78, 133, 159, 171, 198, 520, 698, 817, 886

Institutions: 305

Instruction: 851

Instructional Designs: 880

Instructional Improvement: 427, 446, 506, 806

Instructional Innovation: 283, 299, 354, 734

Instructional Materials: 102, 347, 366, 379, 410, 450, 480, 485, 490, 581, 651, 670, 726, 798, 799, 806, 835, 900

Instructional Materials Centers: 222

Instructional Media: 218, 427, 734

Instructional Programs: 102, 560

Instructional Technology: 427

Insurance Program: 487

Integrated Curriculum: 243

Integration Effects: 71, 148, 243, 354, 400, 438, 491

Integration Litigations: 101, 243, 438

Integration Methods: 466, 491, 622, 707

Integration Plans: 299, 707, 822

Integration Readiness: 438, 466

Integration Studies: 71, 491, 792

Intelligence: 74, 364, 728, 729, 731, 785

Intelligence Development: 156

Intelligence Differences: 148, 297, 315, 927

Intelligence Discipline: 882, 934

Intelligence Factors: 297, 315

Intelligence Level: 297, 315

Intelligence Quotient: 156, 297, 315, 423, 464, 535

Intelligence Testing: 297, 315

Intelligence Tests: 170, 346, 381, 442, 621, 728, 730, 917

Interaction: 193, 736, 785, 900

Interaction Process Analysis: 31

Interagency Coordination: 200, 263, 264, 893

Intercultural Programs: 590

Interdisciplinary Approach: 595, 656, 835, 893

Interest Research: 63

Interests: 509

Interests Tests: 907

Interference (Language Learning):

Intergroup Education: 366

Intergroup Relations: 179, 559

Interinstitutional Cooperation: 47, 345

International Education: 22

International Programs: 218

Internship Programs: 221

Interpersonal Relationship: 149, 193, 335, 469, 915

Intervention: 15, 354, 434

Interviews: 120, 434, 711, 842

Italian Americans: 368, 855

Japanese Americans: 485, 697

Jews: 65, 485, 855

Job Development: 719

Job Market: 331, 882

Job Placement: 176, 208, 227, 572, 661, 753, 829

Job Skills: 738, 882

Job Training: 607

Journalism: 80, 128, 140, 837, 873

Junior College Students: 544

Junior Colleges: 1, 12, 13, 39, 52, 188, 240, 304, 330, 345, 353, 381, 446, 501, 519, 539, 552, 576, 601, 716, 801, 850, 860, 898, 907

Junior High School Students: 242, 292, 346, 368, 407, 470, 482, 580, 718, 729, 730, 731, 794, 927

Junior High Schools: 368, 580

Justice: 352, 424, 630, 635, 914

Kindergarten: 7, 242, 806

Labor: 701

Labor Economics: 352

Labor Education: 651

Labor Legislation: 487

Labor Market: 106, 341

Labor Supply: 786

Labor Unions: 189

Land Acquisition: 19

Land Grant Universities: 868

Land Use: 19, 500, 670, 766

Language: 112, 307, 333, 366, 701, 862, 909

Language Ability: 856

Language Arts: 454, 602

Language Development: 856

Language Handicaps: 381, 423, 489

Language Instruction: 218, 454, 856, 862

Language Patterns: 717

Language Problems: 533

Language Proficiency: 580

Language Research: 504

Language Role: 215, 463

Language Skills: 544, 580, 902

Language Standardization: 871

Language Styles: 108, 871

Language Tasks: 580

Language Usage: 418, 504, 638, 862

Latin American Culture: 256, 432

Law: 259, 602

Law Enforcement: 330

Law Instruction: 135, 253, 327, 669

Law Schools: 43, 75, 110, 117, 132, 135, 173, 270, 516, 517, 530, 533, 669, 695, 715, 722

Laws: 19, 752

Lawyers: 43, 117, 135, 173, 380, 530

Leadership: 670, 726, 916

Leadership Styles: 481

Leadership Training: 686, 734

Learning: 319, 735

Learning Activities: 65, 490, 735, 829

Learning Characteristics: 496

Learning Difficulties: 141, 409, 475, 593, 688

Learning Experience: 28, 584

Learning Motivation: 244, 336, 368, 452, 571, 593, 703, 745

Learning Processes: 15, 156, 497, 735

Learning Readiness: 354, 593

Learning Theories: 336, 735

Legal Problems: 66, 259, 380, 526, 695, 723, 897

Legal Responsibility: 238, 487, 651, 722, 752, 942

Legends: 410, 670, 697

Legislation: 238, 893

Liberal Arts: 610

Librarians: 134

Libraries: 158

Library Programs: 25, 26, 27

Library Schools: 134

Life Styles: 905

Linguistic Competence: 418

Linguistic Patterns: 493

Linguistics: 62, 215, 333, 489, 809, 871

Listening Skills: 336

Literary Analysis: 743

Literary Criticism: 145, 204, 589, 884

Literary History: 145

Literature: 145, 254, 352, 480, 581, 637, 909

Literature Appreciation: 611, 697

Literature Review: 72, 155, 156, 185, 187, 195, 318, 423, 650, 878
910, 938

Local Issues: 681, 708

Locus of Control: 56, 335, 342, 343, 601, 624

Longitudinal Studies: 52, 108, 116, 225, 274, 596

Low Ability Students: 302, 502

Low Achievement Factors: 354

Low Achievers: 137, 188, 217, 346, 502, 567, 728, 843, 851, 891, 898

Low Income: 288, 483

Low Income Groups: 14, 34, 77, 269, 270, 295, 320, 359, 439, 489,
500, 546, 703, 706, 717, 815

Lower Class: 931

Lower Class Students: 14, 77, 496, 626

Majority Attitudes: 92, 325, 485, 490

Males: 1, 183, 217, 224, 265, 552, 815, 838, 861, 882, 900, 907,
913, 921

Management: 76, 210, 805

Management Education: 572

Management Systems: 860

Manpower Development: 104, 106, 112

Manpower Needs: 87, 112, 143, 328, 523, 866

Manpower Utilization: 87, 525, 562

Manuals: 147

Maps: 379

Marital Status: 536, 900, 919

Marketing: 500

Mass Instruction: 849

Mass Media: 257, 487, 553, 602, 871

Masters Degrees: 4, 144, 830

Masters Thesis: 583

Material Development: 179

Mathematical Experience: 782

Mathematical Instruction: 612, 856, 891

Mathematics: 190, 307, 419, 851

Mathematics Education: 782

Maturation: 216

Measurement: 328, 452, 497, 537, 538, 827

Measurement Goals: 130, 839

Measurement Instruments: 255, 537, 538, 665, 827, 845, 933

Measurement Techniques: 496, 537, 538, 582, 826, 827, 839

Medical Education: 66, 79, 84, 85, 86, 105, 169, 221, 224, 246, 247, 248, 290, 291, 306, 417, 455, 468, 493, 518, 529, 604, 655, 687, 866, 906

Medical Schools: 79, 84, 85, 86, 169, 224, 248, 259, 291, 467, 473, 529, 606, 687, 906

Medical Students: 66, 84, 85, 86, 169, 224, 260, 290, 291, 306, 417, 467, 468, 493, 529, 604, 606, 687, 906

Memory: 56

Mental Health: 155, 156

Mental Retardation: 465

Mental Rigidity: 640

Mentally Handicapped: 451

Metropolitan Area: 355, 400, 807

Mexican American History: 352, 576

Mexican Americans: 8, 23, 32, 34, 70, 73, 102, 112, 132, 136, 152, 153, 155, 156, 159, 166, 172, 206, 227, 239, 268, 272, 292, 310, 322, 324, 333, 334, 335, 349, 351, 352, 355, 382, 413, 423, 431, 457, 489, 493, 522, 523, 533, 542, 548, 565, 573, 592, 610, 625, 636, 637, 641, 660, 691, 714, 718, 741, 745, 755, 758, 764, 789, 794, 798, 799, 809, 810, 850, 857, 877, 894, 936, 938

Microfilm: 379

Middle Class: 931

Middle Class Culture: 527, 852

Middle Class Values: 92, 231, 347

Middle Eastern Studies: 835

Migrant Child Education: 168

Migrants: 579

Migration: 800

Migration Patterns, 531, 596, 831

Military Personnel: 864

Military Schools: 203

Military Service: 379, 704

Minority Group Children: 168, 319, 438, 465, 546, 551, 580, 744, 765, 816

Minority Group Teachers: 159, 406, 488

Minority Role: 330, 559, 773, 793, 888, 896

Miscue Analysis: 510

Mobile Educational Services: 166, 316, 714

Mobility: 150, 342, 599, 747

Models: 13, 109, 110, 203, 239, 350, 461, 636, 664, 687, 801, 809, 834, 841, 870, 878, 881, 915

Moral: 567

Moral Criticism: 204

Moral Values: 211

Motivation: 63, 121, 148, 149, 285, 292, 368, 403, 624, 694, 720, 815, 891, 937

Motivation Techniques: 754

Multimedia: 254

Multimedia Instruction: 480

Multiple Regression Analysis: 23, 95, 881

Mythology: 410

National Competence Tests: 293, 534

National Demography: 126

National Surveys: 38, 43, 71, 124, 125, 129, 174, 224, 229, 271, 281, 369, 468, 473, 759, 831, 837, 849, 873

Native Speakers: 638

Natural Resources: 531

Need Assessments: 143, 447, 521, 573, 643, 644, 646, 658, 705, 829, 845

Needs: 127, 448

Needs Gratification: 558

Negative Attitudes: 241, 304, 491

Negro Achievement: 198, 302, 342, 458, 769

Negro Attitudes: 326, 404, 490, 515, 617

Negro Businesses: 253, 690, 733

Negro Colleges: 17, 22, 53, 114, 124, 133, 164, 175, 196, 197, 198, 275, 311, 357, 403, 404, 433, 459, 471, 475, 479, 503, 506, 612, 671, 733, 808, 822, 831, 867, 918, 920, 921, 923

Negro Culture: 7, 272, 595, 605, 614, 617, 768, 814, 833, 855, 862, 865

Negro Dialects: 418, 454

Negro Education: 17, 22, 53, 98, 113, 114, 133, 177, 196, 197, 198, 199, 232, 241, 246, 247, 271, 284, 299, 331, 340, 342, 353, 360, 370, 403, 422, 428, 433, 435, 437, 441, 479, 512, 547, 562, 612, 614, 617, 682, 702, 751, 814, 833, 844, 899, 923, 935, 936, 941

Negro Employment: 20, 106

Negro History: 7, 198, 366, 422, 492, 605, 814, 884, 899

Negro Institutions: 196, 197, 506

Negro Leadership: 7, 199, 404, 433

Negro Literature: 7, 145, 152, 384, 454, 589, 595, 605, 697, 884

Negro Mothers: 458

Negro Organizations: 298, 733

Negro Role: 298, 490, 614, 689, 773, 896

Negro Students: 1, 17, 18, 20, 22, 33, 34, 38, 41, 43, 45, 48, 49, 56, 62, 64, 70, 77, 80, 82, 83, 87, 93, 94, 95, 98, 99, 100, 107, 114, 117, 118, 123, 124, 125, 127, 133, 148, 149, 163, 170, 174, 175, 176, 177, 180, 187, 197, 199, 207, 212, 215, 228, 230, 231, 232, 275, 277, 278, 284, 287, 297, 298, 300, 302, 309, 320, 325, 328, 331, 342, 343, 360, 361, 371, 372, 400, 401, 403, 404, 411, 413, 416, 418, 422, 433, 435, 437, 440, 441, 442, 443, 452, 458, 463, 471, 472, 475, 477, 479, 481, 491, 496, 499, 503, 506, 509, 515, 540, 545, 547, 554, 566, 569, 573, 575, 577, 584, 585, 588, 598, 609, 612, 617, 622, 624, 626, 627, 632, 659, 667, 668, 671, 678, 691, 698, 702, 707, 709, 711, 720, 732, 739, 749, 751, 753, 768, 769, 770, 771, 772, 776, 778, 779, 793, 795, 803, 808, 814, 818, 822, 834, 838, 844, 865, 867, 868, 873, 876, 899, 903, 904, 907, 908, 915, 918, 920, 921, 922, 927, 929, 934, 936, 940

Negro Teachers: 82, 174, 472

Negro Youth: 107, 241, 298, 368, 577

Negroes: 50, 51, 53, 71, 74, 97, 106, 107, 112, 113, 115, 141, 142, 149, 151, 181, 183, 185, 191, 193, 196, 198, 203, 204, 207, 217, 241, 262, 272, 273, 285, 293, 307, 331, 336, 337, 344, 345, 360, 428, 431, 434, 441, 464, 466, 485, 487, 512, 517, 530, 535, 536, 565, 567, 568, 596, 599, 605, 611, 613, 614, Negroes (cont'd.): 623, 627, 659, 669, 679, 689, 694, 697, 704, 717, 736, 737, 778, 790, 794, 796, 798, 799, 813, 815, 821, 831, 833, 841, 861, 864, 866, 884, 887, 902, 910, 912, 916, 923, 937

Negroes Post Secondary Education: 304

Neighborhood School: 621

Newsletters: 652

News Reporting: 128

Nondiscriminatory Education: 100, 205, 275, 593, 621, 925

Nonformal Education: 429

Non English Speaking: 533, 879

Nonprofessional Personnel: 863

Nonpublic School Aid: 693

Nonresident Students: 831

Nonstandard Dialects: 62, 333, 418, 504, 510, 612, 638

Northern Attitudes: 667

Novels: 204, 589, 743

Nursery Schools: 126

Nursing: 105, 473

Nutrition: 815

Objective Tests: 318

Objectives: 298, 893

Observational Learning: 336

Occupational Aspiration: 251, 269, 434, 861

Occupational Choice: 63, 278, 406

Occupational Guidance: 20, 541, 883

Occupational Information: 51

Occupational Mobility: 150, 258, 900

Occupational Surveys: 63, 369

Occupations: 97

Off Campus Facilities: 353

Office Occupations: 819

Older Adults: 24

Open Admissions: 859

Open Education: 158

Open Enrollment: 40, 78, 138, 205, 213, 275, 287, 295, 311, 356, 385, 457, 459, 488, 494, 514, 515, 544, 632, 713, 771, 787, 811, 878

Operant Conditioning: 15, 451

Opinions: 814

Oral Reading: 510

Organization: 120

Organization Size (Groups): 130, 839

Organizations (Groups): 516, 521, 781

Out of School Youth: 51, 690

Outreach Programs: 119, 120, 428

Overachievers: 535

Paired Associate Learning: 496, 497

Paramedical Education: 604

Paraprofessional Personnel: 904

Paraprofessional School Personnel: 288, 425, 554

Parent Attitudes: 23, 407, 466, 521, 522, 561

Parent Child Relationship: 458, 522

Parent Education: 292, 355, 845

Parent Influence: 458, 536, 696

Parent Participation: 368, 592, 691, 693, 696, 726, 845

Parent Role: 24, 292

Parent School Relationship: 451

Parent Student Relationship: 368, 843

Parent Teacher Cooperation: 696

Parental Background: 354, 704

Parents: 434, 439, 916

Part Time Students: 233, 850

Participant Characteristics: 604

Participant Involvement: 815

Participant Satisfaction: 321

Pass Fail Grading: 263, 350

Peer Counseling: 20, 519, 904, 915

Peer Groups: 546, 745

Peer Relationship: 93, 492

Perception: 416, 860

Performance: 545

Performance Criteria: 99, 212, 916

Performance Factors: 16, 69, 129, 229, 255, 291, 354, 591, 720, 767, 872, 903

Performance Specifications: 916

Performance Tests: 520

Periodicals: 352

Persistence: 461, 624, 625, 676, 679, 750, 860

Personal Values: 436

Personality: 155, 156

Personality Assessment: 583

Personality Tests: 342

Personnel: 326

Personnel Integration: 707

Personnel Interests: 217, 321

Personnel Policy: 259, 332, 889

Personnel Selection: 180, 332, 376, 582, 786, 832

Persuasive Discourse: 209, 302

Philosophy: 635, 909

Phonics: 691

Phonograph Records: 605

Physical Education: 686

Physical Health: 423

Physically Handicapped: 817

Physicians: 84, 85, 366

Physics: 364, 443

Pilot Projects: 263, 428, 792, 906

Placement: 323, 426

Planning: 607

Poetry: 697

Policy: 200

Policy Formation: 112, 132, 243, 359, 362, 438, 498, 531, 562, 635, 641, 705, 842,

Polish Americans: 111

Political Attitudes: 42, 343, 571, 660, 767, 885

Political Issues: 132

Political Power: 236

Political Science: 905

Political Socialization: 905

Politics: 220, 352, 568, 670

Population Distribution: 130, 531, 839

Population Growth: 581

Population Trends: 126, 130, 352, 500, 839

Positive Reinforcement: 336

Post Doctoral Education: 506

Post High School Guidance: 146, 245, 709

Post Secondary Education: 13, 15, 39, 63, 68, 127, 142, 143, 146, 158, 183, 188, 190, 210, 233, 240, 251, 274, 285, 303, 345, 382, 411, 439, 446, 456, 459, 460, 461, 475, 513, 548, 549, 550, 552, 558, 562, 586, 596, 597, 603, 617, 623, 633, 634, 636, 666, 699, 705, 706, 709, 714, 719, 738, 829, 860, 881, 888, 910, 926

Post Testing: 800

Potential Dropouts: 482

Poverty Program: 129, 229, 500, 634

Power Structure: 472, 912

Practicums: 461, 550, 619, 850

Prediction: 110, 249, 307, 318, 545

Predictive Ability (Testing): 165, 212, 218, 230, 349, 357, 409, 435, 938

Predictive Measurement: 768, 881

Predictive Validity: 16, 95, 318, 399, 534, 801, 824, 867, 872, 894

Predictor Variables: 95, 291, 542, 679, 768, 769, 770, 790, 868, 881, 938

Prenatal Influences: 464

Preschool Children: 454

Preschool Education: 167, 336, 434, 693

Preschool Evaluation: 90

Preschool Programs: 90, 413, 592

Preservice Education: 619

Presidents: 923

Primary Education: 486, 701

Primary Grades: 157

Private Colleges: 17, 199, 597, 610, 634, 887

Private Financial Support: 33, 129, 752

Probability Theory: 881

Problems: 121, 285, 447, 531, 892

Problem Solving: 142, 936

Professional Associations: 140

Professional Education: 82, 87, 125, 221, 246, 247, 253, 323, 365, 417
419, 437, 498, 517, 530, 541, 568, 597, 628,
734, 810, 842, 866, 935

Professional Occupations: 42, 117, 600, 628

Professional Personnels: 110, 600, 795, 852

Professional Services: 795

Professional Training: 82, 675, 751

Professors: 647, 689

Program Administration: 3, 558, 826, 829

Program Content: 141, 922

Program Coordination: 76

Program Cost: 562, 693, 918

Program Descriptions: 12, 15, 29, 47, 61, 70, 72, 105, 116, 127, 130,
143, 168, 173, 188, 208, 242, 276, 299, 306,
338, 359, 382, 383, 413, 451, 505, 554, 616,
658, 706, 734, 811, 845, 863, 883, 904

Program Design: 119, 712, 880

Program Development: 61, 67, 105, 167, 171, 231, 235, 439, 558, 656,
666, 690, 816, 829, 863

Program Effectiveness: 25, 26, 47, 84, 86, 130, 142, 168, 276, 359,
383, 434, 439, 750, 786, 814, 816, 869, 891
926

Program Evaluation: 25, 27, 28, 34, 47, 61, 79, 84, 85, 86, 97, 105,
118, 120, 143, 168, 182, 229, 244, 274, 288, 296,
302, 309, 323, 339, 346, 354, 359, 367, 382, 413,
427, 446, 451, 461, 465, 500, 537, 541, 549, 571,
671, 684, 691, 693, 699, 706, 709, 712, 726, 728,
730, 731, 741, 750, 806, 814, 815, 816, 826, 829,
832, 841, 842, 848, 883, 919, 926, 939

Program Guides: 383, 666, 734

Program Improvement: 94, 537, 538, 826, 827, 841

Program Instructor: 162, 891

Program Planning: 299, 310, 666, 701, 712

Programming: 427, 849

Programs: 517, 645, 646

Promotion (Occupational): 376

Proprietary Schools: 926

Prose: 884

Psychoeducational Processes: 15, 583

Psychological Characteristics: 423, 442, 567

Psychological Needs: 745, 936

Psychological Patterns: 688

Psychological Services: 936

Psychological Tests: 297, 346, 625, 728, 729, 730, 731

Psychology: 490, 701

Psychometrics: 109, 110, 464

Public Education: 60, 167, 449

Public Facilities: 428

Public Personal Services: 308

Public Policy: 39, 133, 359, 376, 562, 603, 820

Public Relations: 234, 701, 815

Public Schools: 72, 123, 577, 926

Publications: 19, 480, 582, 583, 733

Puerto Rican Culture: 453

Puerto Ricans: 49, 70, 73, 135, 242, 271, 453, 485, 515, 533

Question Answer Interviews: 157, 849

Questionnaires: 51, 52, 63, 84, 85, 94, 127, 129, 174, 217, 321, 470, 541, 573, 646, 841, 849

Race: 552, 769, 834

Race Influences: 614

Race Relations: 42, 49, 98, 149, 151, 228, 490, 539, 614, 621, 689, 707, 752, 767, 818, 852

Racial Attitudes: 42, 98, 151, 328, 472, 491, 614, 751, 767, 798, 818, 932

Racial Balance: 442, 940

Racial Characteristics: 126, 500, 763

Racial Composition: 130, 241, 581, 604, 707, 716, 839

Racial Differences: 97, 190, 251, 271, 281, 297, 318, 464, 470, 522, 566, 584, 624, 626, 683, 720, 774, 864, 927

Racial Discrimination: 9, 37, 53, 71, 89, 92, 106, 123, 132, 185, 187, 215, 273, 275, 314, 320, 325, 328, 337, 380, 409, 479, 485, 492, 584, 608, 614, 621, 635, 669, 674, 695, 722, 723, 727, 812, 818, 820, 888, 924, 935

Racial Distribution: 151, 241, 776

Racial Factors: 56, 151

Racial Integration: 20, 27, 118, 149, 273, 407, 438, 452, 621, 707, 716, 761, 855, 916, 939

Racial Segregation: 101, 273, 594, 621, 908

Racially Balanced Schools: 466

Racism: 53, 151, 348, 490, 553, 578, 595, 608, 617, 863

Rating Scales: 401

Readiness: 931

Reading: 190, 794

Reading Ability: 170, 202, 454

Reading Achievement: 202, 400, 535, 536, 744, 856, 891, 938

Reading Comprehension: 355

Reading Development: 856

Reading Improvement: 794

Reading Instruction: 413, 612, 650, 794, 856

Reading Level: 856

Reading Material: 201, 794

Reading Research: 510, 535, 794

Reading Skills: 137, 307, 533, 787, 794, 856

Recognition: 496

Recordkeeping: 99

Records (Forms): 379

Recreation: 316, 675,

Recreation Facilities: 298

Recreational Programs: 116, 686

Recruitment: 6, 34, 38, 79, 87, 100, 104, 105, 114, 121, 131, 161, 178, 186, 203, 245, 266, 267, 268, 275, 277, 326, 351, 406, 460, 462, 493, 498, 499, 505, 530, 541, 554, 565, 572, 585, 628, 641, 659, 663, 711, 721, 724, 773, 793, 809, 887, 889

Reference Materials: 352, 459, 480

Regional Schools: 143

Regression Analysis: 23

Reinforcement: 56

Relationships: 410, 531

Relevance (Education): 44, 138, 174, 204, 223, 231, 235, 261, 358, 375, 377, 501, 814, 829, 865, 932

Religion: 74, 257, 307, 579, 909

Religious Cultural Groups: 436

Religious Differences: 292, 369, 410, 683

Religious Discrimination: 485

Religious Factors: 369

Relocation: 150, 900

Remedial Courses: 84, 85, 86

Remedial Instruction: 58, 115, 188, 288, 316, 456, 476, 504, 655, 678, 738

Remedial Programs: 79, 115, 116, 137, 216, 311, 316, 461, 477, 486, 498, 544, 601, 632, 655, 692, 738, 750, 928

Reports: 225

Research: 118, 301, 583, 786, 832, 882, 937

Research and Development Centers: 210, 506, 576

Research Design: 13, 155, 156, 354, 367, 497

Research Methodology: 258, 312, 367

Research Needs: 3, 155, 156

Research Projects: 31, 111, 164, 178, 227, 334, 335, 343, 416, 420, 431, 481, 522, 665, 680, 774, 778, 779, 907

Research Reviews (Publications): 3, 71, 265, 269, 491, 781, 851

Research Utilization: 699, 888

Reservations (Indians): 19, 60, 208, 237, 238, 501, 531, 578, 651, 686, 905, 909

Residential Patterns: 900, 913

Residential Schools: 346, 729

Resource Allocations: 239, 312, 705, 847

Resource Guides: 379, 383, 579, 581, 721, 733

Resource Materials: 446, 459, 480, 721, 764, 835

Resources: 605

Response Mode: 496

Responsibility: 520

Restrictive Transfer Programs: 148

Retention: 99, 248, 381, 496, 497, 724

Rhetorical Criticism: 209

Role Conflict: 72, 740

Role Playing: 366

Role Preception: 130, 157, 262, 475, 577, 578, 600

Rural Areas: 861

Rural Differences: 150

Rural Education: 269, 484, 581, 701

Rural Family: 766

Rural Schools: 484

Rural Urban Differences: 150, 160, 271, 525, 581

Rural Youth: 90, 97, 173, 194, 269, 482, 563, 595

Salaries: 613, 830, 882, 919

Sampling: 4 497

Scholarships: 33, 60, 182, 200, 447, 449, 517, 592, 633, 639, 694

School Administration: 408

School Attitudes: 42, 170, 192, 470, 744, 767, 800

School Calendars: 216

School Community: 231

School Community Cooperation: 780

School Community Programs: 316

School Community Relationships: 13, 264, 309, 408, 428, 452, 663, 686

School Demography: 546

School District Autonomy: 236

School Districts: 143, 255

School Environment: 495, 551

School Holding Power: 6, 105, 136, 226, 311, 316, 324, 381, 468, 494, 558, 628, 629, 634, 745

School Industry Relationship: 561

School Integration: 71, 74, 148, 185, 366, 400, 438, 466, 491, 573, 657, 699, 702, 767, 840, 940

School Involvement: 696

School Law: 75

School Orientation: 61, 540, 566

School Personnel: 521, 570

School Policy: 37, 276, 570

School Publication: 128

School Readiness Tests: 593

School Role: 32, 272, 355, 436

School Schedules: 216

School Segregation: 170, 241, 593

School Services: 140

School Statistics: 17, 383

School Studies Centers: 286

School Superintendents: 464

School Surveys: 140, 260, 443, 467, 574, 770

Schools: 551, 570

Science Careers: 57, 937

Science Education: 57, 79, 364, 443, 505, 574, 759, 760, 868, 937

Science Instruction: 612

Sciences: 307

Scientific Concepts: 759

Scientific Manpower: 250

Scientists: 937

Scoring: 99

Second Language Learning: 513

Secondary Education: 3, 7, 15, 18, 28, 31, 42, 47, 55, 65, 108, 111, 128, 130, 140, 145, 160, 176, 179, 201, 225, 226, 241, 242, 254, 257, 263, 264, 286, 308, 321, 347, 366, 382, 384, 399, 436, 443, 451, 453, 454, 463, 470, 480, 484, 485, 486, 490, 492, 543, 559, 561, 567, 573, 577, 580, 589, 595, 596, 602, 605, 618, 629, 630, 638, 650, 683, 690, 697, 701, 710, 712, 717, 718, 727, 740, 743, 747, 753, 758, 759, 782, 784, 794, 797, 799, 800, 802, 806, 807, 835, 839, 841, 855, 862, 883, 892, 896, 905

Secondary Grades: 142, 848, 886

Secondary School Counselors: 382, 802

Secondary School Mathematics: 782

Secondary School Science: 443, 896

Secondary School Students: 28, 31, 42, 115, 146, 183, 406, 478, 743, 745, 856, 927

Secondary Schools: 413

Selection: 109, 186, 201, 572, 704, 769

Self Actualization: 9, 159, 187, 237, 262, 362, 531, 648, 651, 893

Self Concept: 28, 42, 56, 97, 152, 159, 192, 241, 292, 346, 458, 483, 567, 571, 597, 648, 649, 650, 683, 697, 703, 728, 730, 731, 767

Self Concept Tests: 648

Self Congruence: 567, 648

Self Directed Classrooms: 665

Self Directed Groups: 157

Self Esteem: 148, 567, 648, 650

Self Evaluation: 56, 478, 567, 915

Self Help Programs: 137

Semantics: 215

Senior Citizens: 752

Seniors: 108, 362, 509, 563, 588, 881

Sensitivity Training: 324

Sequential Learning: 354

Services: 60

Sex (Characteristics): 240, 580, 599, 662, 679, 769, 839

Sex Differences: 9, 95, 97, 190, 228, 271, 281, 315, 321, 354, 355, 362, 470, 483, 492, 509, 535, 536, 553, 683, 782, 784, 900, 903

Sex Discrimination: 553, 595, 600, 652, 673, 674, 700, 727, 784

Sex Role: 152, 781, 784

Sex Stereotypes: 59, 257, 784

Sexuality: 781

Simulation: 142, 463, 797

Site Selection: 264

Skill Development: 446, 719, 829, 882

Skilled Labor: 189

Slow Learners: 806, 851

Small Group Instruction: 693

Social Action: 298, 432, 747, 752, 809

Social Adjustment: 63, 120, 527

Social Attitudes: 42, 269, 292, 674, 740, 767, 817

Social Background: 417, 570, 783

Social Change: 72, 180, 184, 254, 273, 283, 359, 401, 436, 689, 740, 747, 749

Social Characteristics: 112, 125, 160, 577, 580, 662, 763

Social Class: 71, 240, 273

Social Development: 191, 568, 643, 691

Social Differences: 271, 292, 369, 566, 683

Social Disadvantagement: 735

Social Discrimination: 71, 132, 268, 366, 403, 485, 490, 569, 619 727, 792, 820

Social Economic Status: 74

Social Environment: 74, 865

Social Factors: 13, 71, 292, 301, 442, 566, 899, 927

Social History: 747

Social Influence: 563

Social Integration: 293, 432, 438, 473, 486, 514, 593

Social Isolation: 273, 573, 743, 809

Social Mobility: 434, 746, 787

Social Organization: 298

Social Planning: 299

Social Problem: 527, 577, 595, 630, 686, 689, 914

Social Psychology: 781

Social Reinforcement: 368

Social Relationships: 589, 599

Social Responsibility: 752

Social Science Research: 579

Social Sciences: 54, 331, 485, 531, 781

Social Status: 792

Social Stratification: 747

Social Structure: 30, 56, 133, 328, 670

Social Studies: 55, 65, 160, 559, 602, 710, 806, 855, 905

Social Studies Units: 485, 797, 798, 799

Social Systems: 747

Social Values: 191, 337, 436, 618

Social Work: 34, 44, 82, 305, 350, 568, 608, 809

Social Workers: 82, 568, 810

Socialization: 55, 436

Socially Disadvantaged: 115, 274, 816, 933

Sociocultural Patterns: 191, 292, 352, 436, 770, 781

Socioeconomic Background: 64, 417, 493, 497, 708

Socioeconomic Influences: 23, 112, 149, 150, 155, 156, 160, 255, 256, 285, 352, 355, 405, 408, 423, 442, 463, 500, 525, 535, 536, 546, 570, 583, 599, 626, 692, 704, 766, 785, 792, 805, 899, 914, 927

Socioeconomic Status: 19, 115, 153, 183, 278, 350, 404, 434, 491, 531, 577, 579, 581, 706, 861, 881

Sociology: 637, 701, 807

Soil Conservation: 379

Southern Attitudes: 667

Southern Schools: 420, 709

Southern States: 320, 345, 861

Space Orientation: 193, 410, 579

Spanish: 136, 242

Spanish American Literature: 352

Spanish Americans: 5, 23, 127, 150, 217, 285, 361, 484, 896, 509, 513, 517, 524, 543, 611, 623, 766, 841, 880, 887, 910

Spanish Culture: 112, 152, 256, 513, 530, 754

Spanish Speaking: 38, 73, 134, 141, 175, 231, 242, 268, 271, 296, 351, 392, 445, 513, 533, 567, 745, 746, 770, 916

Special Degree Programs: 213, 557

Special Education: 26, 27

Special Health Problems:

Special Programs: 95, 116, 168, 179, 212, 222, 267, 268, 455, 462, 508, 514, 545, 606, 787, 816, 828, 859, 876, 922

Special Services: 120, 129, 229, 828

Speech Curriculum: 928

Speech Education: 223

Speech Instruction: 411

Speeches: 9, 13, 61, 106, 142, 210, 893

Staff Improvement: 214, 693

Standardized Tests: 16, 349, 413, 639, 679, 894, 931, 933

Standards: 99, 356

State Action: 908

State Aid: 182, 219, 320, 597, 642

State Boards of Education: 159

State Colleges: 60, 449, 460, 733, 887

State Departments of Education: 60, 219, 448, 449

State Federal Support: 129, 448, 449, 845

State Government: 236

State Legislation: 487

State of the Art Reviews: 3, 20, 45, 46, 117, 131, 176, 185, 187, 278, 300, 370, 569, 615, 627, 634, 711, 748, 753, 834, 874, 892, 929

State Programs: 182, 693, 714, 816, 829, 857

State School District Relationship: 219

State Schools: 383

State Standards: 530

State Surveys: 255, 452, 714

State Universities: 1, 733, 887, 908

Statewide Planning: 106, 705, 829

Statistical Analysis: 108, 183, 483, 515, 582, 661, 677, 736, 754, 847, 868, 894

Statistical Data: 10, 17, 18, 28, 233, 243, 246, 255, 271, 280, 310, 320, 400, 467, 498, 500, 549, 553, 745, 830, 838, 853, 886, 938

Statistical Surveys: 260

Status: 328, 754

Stereotypes: 660, 740, 800

Student Ability: 898

Student Adjustment: 213, 228, 229, 482, 495, 527, 639, 718

Student Alienation: 48, 88, 527, 573

Student Application: 44, 288, 467, 575

Student Attitudes: 42, 50, 85, 93, 94, 217, 229, 421, 249, 285, 309, 312, 334, 346, 408, 470, 479, 546, 549, 570, 573, 619, 623, 664, 667, 671, 698, 718, 728, 729, 730, 731, 767, 769, 798, 800, 829, 868, 910

Student Behavior: 88, 330

Student Centered Curriculum: 601, 618, 743

Student Characteristics: 28, 30, 38, 39, 64, 126, 130, 141, 217, 232, 251, 310, 312, 357, 421, 431, 493, 503, 508, 549, 552, 580, 659, 671, 678, 692, 716, 725, 763, 777, 838, 839, 848, 878, 913, 920, 921

Student College Relationships: 48, 93, 94, 161, 330, 447, 472, 479, 488, 519, 547, 706, 725, 777, 793, 880, 885, 895

Student Costs: 182, 414, 881

Student Development: 72, 116, 697, 870

Student Enrollment: 37, 38, 82, 114, 120, 125, 224, 281, 552, 557, 604, 608, 634, 645, 646, 663, 672, 773, 822, 830

Student Exchange Programs: 221

Student Financial Aid: 39, 67, 323, 523, 530, 572, 639, 808

Student Grouping: 154

Student Improvement: 71, 708

Student Interests: 769, 831

Student Leadership: 686

Student Loan Programs: 77, 182, 320, 365, 597, 633

Student Mobility: 407, 442

Student Motivation: 21, 84, 346, 368, 519, 529, 617, 667, 728, 729, 730, 731, 769

Student Needs: 45, 93, 94, 146, 161, 166, 201, 223, 300, 334, 414, 423, 440, 445, 523, 573, 617, 685, 714, 742, 777, 804, 841, 901, 930, 936

Student Opinion: 120, 321, 470, 919

Student Participation: 121, 127, 836, 840

Student Personnel Programs: 540, 870

Student Personnel Services: 93, 129, 164, 222, 229, 290, 353, 519, 530, 540, 609, 622, 929, 936

Student Personnel Workers: 338, 622, 870, 895

Student Placement: 311

Student Publications: 140

Student Records: 190, 677, 770

Student Recruitment: 462, 523, 663

Student Research: 881

Student Rights: 140

Student School Relationships: 804

Student Subcultures: 205, 590, 929

Student Teacher Ratio: 255

Student Teacher Relationship: 93, 94, 159, 348, 503, 560

Student Teaching: 61

Student Testing: 592, 886

Student Unions: 298

Students: 35, 67, 288, 557, 570, 644, 645, 808, 870, 916

Students Problems: 177, 201, 231, 246, 474, 475, 495, 527, 631, 834, 901

Study Abroad: 22

Study Centers: 286

Study Guides: 160

Study Skills: 338

Subculture: 495, 681, 855

Suburban Schools: 551, 940

Success Factors: 47, 130, 169, 207, 216, 217, 228, 298, 318, 359, 438, 542, 624, 685, 720, 768, 833, 872, 938

Summative Evaluation: 529, 663

Summer Institutes: 84, 173, 382, 446

Summer Program: 86, 137, 518, 529, 678, 684

Summer Programs: 85, 228

Summer Schools: 216, 730

Superintendent Role: 466

Supplementary Education: 699

Supplementary Reading Materials: 65, 595, 602

Supreme Court Litigation: 89, 132, 380, 695, 722, 820

Surveys: 143, 246, 250, 277, 280, 321, 326, 364, 521, 552, 566, 576, 776, 778, 808, 842, 846, 848, 860, 873

Symbolism: 410

Synthesis: 362, 643

Tables (Data): 1, 18, 34, 39, 47, 67, 68, 87, 93, 94, 97, 120, 126, 139, 161, 382, 467, 497, 498, 531, 548, 549, 552, 591, 597, 604, 645, 646, 664, 763, 830, 842, 847, 861, 911, 913

Talent Development: 664

Talent Identification: 694

Tales: 697

Tape Recordings: 703

Task Performance: 56, 624

Teacher Aides: 214, 488, 644

Teacher Associations: 733

Teacher Attitudes: 83, 159, 162, 407, 465, 466, 698, 765, 775, 811

Teacher Behavior: 31, 765

Teacher Certification: 327, 880

Teacher Characteristics: 31, 151, 491, 546, 570, 847

Teacher Education: 26, 27, 32, 61, 159, 214, 268, 272, 327, 331, 423, 439, 465, 486, 488, 489, 533, 612, 619, 660, 701, 727, 780, 784, 789, 806, 854, 880, 932

Teacher Education Curriculum: 61, 172, 427, 576

Teacher Educator Education: 533

Teacher Educators: 59

Teacher Evaluation: 312, 901

Teacher Interns: 780

Teacher Orientation: 348

Teacher Participation: 765

Teacher Programs: 327, 576, 854

Teacher Qualifications: 348

Teacher Recruitment: 332

Teacher Response: 647

Teacher Role: 452, 561, 566, 647, 697

Teacher Salaries: 911

Teacher Shortage: 406

Teacher Supply and Demand:

Teacher Workshops: 142, 382

Teachers: 102, 439, 591, 644, 726

Teaching: 882

Teaching Assistants: 312

Teaching Attitudes: 354

Teaching Guides: 160, 490, 577, 855

Teaching Methods: 63, 160, 299, 366, 601, 620, 710, 743, 797, 798, 799, 835, 850, 880, 884

Teaching Procedures: 891

Teaching Programs: 34

Teaching Quality: 348, 546

Teaching Techniques: 65, 272, 299, 411, 446, 490, 806

Technical Education: 3, 280, 304, 460, 760

Technical Reports: 548, 549, 558, 692, 703, 719, 860

Technology: 280

Telecommunication Communication: 158, 266

Television: 158

Television Research: 849

Television Surveys: 849

Television Viewing: 849

Tenure: 630

Test Bias: 108, 109, 293, 294, 349, 376, 399, 409, 534, 582, 823, 894, 902, 907, 917

Test Construction: 580

Test Interpretation: 580, 933

Test Reliability: 293, 902

Test Results: 190, 413, 470, 580, 679, 769, 864, 894

Test Selection: 785

Test Validity: 91, 139, 211, 230, 318, 609, 823, 864, 902, 907, 933

Testing: 156, 294, 324, 718, 917

Testing Problems: 230, 318, 399, 725, 902, 917

Testing Programs: 139, 208

Tests: 701, 800, 869, 886

Textbook Bias: 492, 862

Textbook Content: 492, 559

Textbook Evaluation: 172, 257, 366, 384, 492, 559

Textbook Research:

Textbook Selection: 384

Textbooks: 172, 602, 800

Thematic Approach: 589, 697

Theological Education: 853

Theoretical Criticism: 424

Thought Processes: 735

Time: 410

Time Blocks: 302

Time Sharing: 427

Time Test: 293

Token Integration: 53

Toys: 257

Tracking: 476

Training: 102, 308

Training Objectives: 159

Transfer Policy: 803

Transfer Programs: 491, 803

Transfer Students: 1, 45, 148, 211, 263, 307, 803

Transportation: 60, 449

Treaties: 9, 236, 238

Trend Analysis: 38, 298, 572, 707, 763, 870

Tribes: 238, 578, 581, 639, 644, 651, 670

Trusts (Financial): 752

Tuition: 17, 320, 516, 517

Tuition Grants: 452

Tutorial Programs: 61, 84, 85, 86, 120, 137, 372, 498, 565

Tutoring: 81, 137, 201, 214, 519, 549

Twentieth Century Literature: 743

Typology: 54

Unemployed: 662

Underachievers: 116, 277, 346, 442, 535, 593, 699, 728, 729, 730, 731, 851, 891, 911

Undergraduate Students: 388, 419, 774, 838

Undergraduate Study: 157, 873, 233, 310, 356, 377, 431, 699, 738

United States History: 145, 238, 325, 485, 492, 905

Units of Study (Subject Fields): 186, 310

Universal Education: 64, 311, 325, 593, 621, 682, 713, 828, 941

Universities: 34, 83, 184, 186, 377, 576, 617, 625, 673, 677, 771, 772, 773, 778, 796, 908, 924, 936

University Administration: 351, 912

University Extension: 310, 595, 815

Urban Areas: 18, 71, 405, 914

Urban Culture: 160, 807

Urban Environment: 128, 795, 807

Urban Education: 12, 69, 115, 220, 226, 308, 309, 353, 453, 459, 761

Urban Immigration: 900

Urban Population: 237

Urban Schools: 137, 226, 476, 551, 841, 939

Urban Slums: 807

Urban Universities: 82, 773

Urban Youth: 258, 296, 355, 406, 407

Urbanization: 152, 153, 807

Values: 305, 362, 489, 578, 579, 587, 630, 718, 726

Verbal Communication: 785

Verbal Tests: 902

Veterans: 127, 370

Veterans Education: 370

Visual Learning: 336

Visual Measures: 577

Visual Stimuli: 496, 577

Vocabulary: 804

Vocational Counseling: 60, 176, 194, 226, 227, 303, 448, 449, 541, 753, 829

Vocatonal Development: 208, 237, 439, 561

Vocational Education: 25, 26, 27, 59, 63, 142, 157, 176, 195, 217, 235, 261, 265, 316, 370, 382, 408, 428, 439, 448, 456, 486, 531, 561, 577, 596, 643, 645, 646, 692, 701, 714, 726, 738, 841, 926

Vocational Education Teachers: 59, 102

Vocational Follow-up: 52

Vocational Interests: 509

Vocational Schools: 183

Vocational Training Centers: 208, 738

Volunteers: 33, 214, 487

War: 905

Weekend Programs: 732

Welfare Problems: 9

Withdrawal Tendencies (Psychology): 469

Writing Exercises: 215

Writing Skills: 620

Written Language: 418, 504

Women Teachers: 553

Women's Athletics: 652

Women's Education: 12, 21, 24, 27, 59, 260, 303, 310, 360, 487, 553, 561, 652, 716, 781, 782, 783

Women's Studies: 222, 257, 595, 637, 652, 781, 784

Work Attitudes: 561

Work Experience: 362

Work Experience Programs: 883

Work Study Programs: 607

Working Women: 59, 487, 553, 600, 740, 781

Workshops: 24, 59, 140, 324, 425

Year Round Schools: 216

Young Adults: 861

Youth: 24, 704, 815

Youth Clubs: 97

Youth Employment: 216

Youth Opportunities: 368

Youth Problems: 258

Youth Programs: 368, 446, 596, 712